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CHILDREN'S READING

CHILDREN'S READING

A GUIDE FOR PARENTS AND TEACHERS

BY

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PREFACE

One of the most important duties of the teacher is to stimulate her pupils' interest in books and to give direction to their reading habits. It is conceivable that in the conscientious performance of this duty the teacher may render a service of value equal to that of teaching the subject matter of the prescribed curriculum. Much of the knowledge imparted by teaching is soon forgotten, but the influence of the reading tastes and habits formed in childhood may last for a lifetime.

However, the task of developing good reading habits is anything but an easy one. It requires a wide knowledge of the books suitable for children of different ages and an appreciation of the individual differences which are to be found among children in their growing interests and capacities. Too often book lists are made up from an arbitrary adult point of view; the books chosen may theoretically be "good" for children but not interesting to them. The truth is, boys and girls have as pronounced interests regarding what they shall read as regarding what they shall do. Without careful study these interests are likely to remain a sealed book even to the most intelligent teacher. "There is a wall around the town of Boyville," wrote William Allen White, "which is impenetrable when its gates have once shut upon youth. An adult may peer over the wall and try to ape the games inside, but finds it all a mockery and himself banished among the purblind grown-ups. The town of Boyville was old when Nineveh was a hamlet; it is ruled by ancient laws, has its own rulers and idols, and only the dim unreal noises of the adult world about it have changed."

But the wall of children's reading interests is not wholly impenetrable; numerous studies have been made which justify certain very definite conclusions. For many years now the

problem of children's reading has been the subject of widespread experimentation. Publishers have experimented with different types of "juveniles" trying to meet the varying demands of schools and booksellers; schools have experimented with supplementary reading lists, and psychologists with statistical studies of reading preferences. As a result, important changes are taking place in the type of literature provided for children.

This book is based on an experimental study of the qualitative and quantitative aspects of children's reading, with special reference to individual differences caused by age, sex, intelligence and special interests. Approximately two thousand children were studied. Data were obtained from three sources: the home, the school, and the children themselves.¹ The results from all these sources were statistically treated, and largely on the basis of the findings, which are reviewed in Part I of this book, an extensive list of books suitable for children was drawn up. This list, classified according to types, is given in Part II.

Although in making out our list we have been greatly helped by the reading records which were kept by our children, data from this source have been by no means the sole factor in deciding what books should be included. Our list is not merely a list of the books that children do read; it is rather a list of worthwhile books that children would read if they were given the opportunity to do so. It is intended, too, to meet the problem of individual differences in children's interests, and it may be used as a guide to books available in the various fields of literature. No one child could be expected to show an interest in all the books given, but parents and teachers should be able to find in it books that would appeal to any child, whatever his age, training, or special interests.

In compiling our lists weight has been given to the experience of others as well as to the results of our own study. Information regarding best selling books for children was obtained from children's bookstores. From several libraries

¹ Methods used in the study are described in Appendix I.

valuable information was obtained regarding the most popular children's books and regarding the range and types of books offered for children's reading. To the workers who have preceded us in compiling book lists for children we are also much indebted, especially to the authors of the lists published by the American Library Association. These and many other lists have been freely consulted, but we have not hesitated to depart radically from the practice of others when the reasons for so doing appeared to us sufficiently conclusive.

Examination will show that the list here presented differs from previous lists chiefly in the following respects:

1. It is longer and covers a wider range.
2. It contains a larger proportion of books on science along both general and technical lines; also of standard guide books and books of reference.
3. It contains a smaller proportion of popular fiction.
4. The books are classified according to subject matter and type.

The effect of increased length and wider range is to enable the teacher or parent to take larger account of individual preferences and hobbies. Because of the many tendencies which to-day foster uniformity and standardization in education, we believe this difference to be a rather important one. The effect of differences 2 and 3 is to pitch our list a little higher than is customary. Its use should help to raise the average quality of children's reading. Although we have included a few titles which may with considerable reason be questioned, we have felt ourselves under no obligation to include an inferior book simply because children by the thousand have found it interesting. Many adolescent girls crave pickles and all children like chocolates, but the dietitian would not for this reason give pickles and chocolates a very important place in children's menus. No more, we believe, should those who prepare "menus" for children's reading yield too much to this kind of temptation.

All this is far from saying that children's reading preferences should be given but little weight. On the contrary, these will ever remain our most important single guide. Just as

the demand for chocolates suggests a need for legitimate sweets, so the demand for a second-rate or harmful book may suggest needs which it is often possible to satisfy by literature that is entirely unobjectionable.

Children's Reading has been prepared not only as a guide for teachers and parents, but also as a handbook for the children themselves. Experience shows that a book of this type placed in the schoolroom where it is accessible will be consulted almost every day by children in quest of reading material adapted to their age and interests. In the search for books of a particular kind the child runs across attractive titles on other subjects he would like to know about. The result is that his reading becomes much more diversified. For example, a child looking through the book for interesting reading in fiction or travel stories finds lists of books on such subjects as biography, reptiles, birds, insects, minerals, woodcraft, electricity, astronomy, inventions, etc. In this way new reading interests develop and often new hobbies are initiated. The book may be made especially helpful to the children in connection with their project undertakings. Habits of self-help are encouraged, and in some measure the child is freed from his usual dependence upon the teacher or librarian in the choice of reading.

The investigations on which this book is based were made possible in part by a grant from the Commonwealth Fund.

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CHILDREN'S READING

CHAPTER I

THE READING HABIT

THE enjoyment of good literature requires a cultivated taste. Of the one hundred six million people in the United States, approximately fifty million may be included in the "reading public." Of this group, the majority read nothing but the daily news and light fiction. Only a small minority learn to seek knowledge in books, or to appreciate first-class literature.

Discriminating and intelligent reading is an important factor in education. Children receive their knowledge of life—their education—from three sources: verbal instruction, personal experience or observation, and reading. The child who reads easily and has been taught to seek for himself the information that may be found in books has taken the surest and the shortest road to knowledge. He may learn in a few hours facts that the child who does not read may learn only after years of experience, or not at all, and he has open to him a wealth of recreation and entertainment that cannot be duplicated in any other form.

An appreciation of good literature must be systematically taught. The child must be led to form good reading habits just as he is led to form right habits

of eating and exercise; they are not guaranteed by inheritance or natural endowment. Before the invention of the printing press, five hundred years ago, few people knew how to read. Even a hundred and fifty years ago the reading public was limited to a select few. To-day, under our compulsory school regulations, almost every child learns to read, but we have yet no guaranty that the right kind of reading habits will be formed. The school teaches the child the mechanics of reading, but not adequate discrimination in the choice of reading material.

The reading habit, like other educational habits, is formed during the impressionable period of life; that is, during childhood and youth. It is easier for some children to form the habit than for others, just as it is easier for some than for others to cultivate a liking for vigorous daily exercise. But all children of average intelligence may be taught to enjoy good literature. The important thing is that they should be encouraged at an early age to read good books.

The first step in the formation of the reading habit is early mastery of the mechanics of reading. Just as a workman becomes skilled in the use of his tools only after much practice, so the child learns to read with ease and facility only by reading a great deal, and the earlier the reading habit is formed the more permanent the acquisition is likely to be. The child who learns to read before the age of seven has a tremendous advantage in his later school life over the child who does not learn until the age of nine or ten. The child who learns before the age of six has a still greater advantage.

Reading is an art. A person who is skilled in it may grasp the meaning of a sentence or even of a paragraph at a single glance. He may skim through a book and comprehend its meaning in a fraction of the time it takes another person to spell out the words. It has been found that university freshmen who have not learned to read before the age of ten or twelve find it difficult to keep up with lesson assignments that entail any considerable amount of reading. They read stumbingly and haltingly, word by word or phrase by phrase. When called upon to read aloud they often make blunders in pronunciation and misread even the simplest material. It is true that when a student thus handicapped realizes his difficulty and reads a great deal in order to improve his rate and accuracy of comprehension, he may be able to attain about as much proficiency as the individual who learned to read earlier in life; but it means a great deal of work and the loss of much valuable time.

After the child has mastered the mechanics of reading he should immediately be supplied with all the good books he can use. By nine years of age the child should be reading easily and with enjoyment; children of this age are not too young to understand and appreciate good literature.

The next step in the encouragement of good reading habits is to keep away from the child objectionable or worthless books. It is of course difficult if not impossible to control a child's reading to such an extent that he will never read a book that is undesirable. One who attends the public schools and reads the books that are passed around among children is almost cer-

tain to read some things that would better be left unread. However, if enough good reading is constantly put before him, he will usually find so much of interest in it that undesirable books will make little appeal. There are, of course, exceptions to this rule. An occasional child may be continually exposed to good literature in the home and yet turn to cheap and sensational books. Such a child, however, is likely to need special attention not only to his reading but to his activities, his companions, and his environment in general.

The discussion of literature in the home is of no little importance in awakening the child's interest in good books. Children are curious by nature, and if they hear a book discussed that might appeal to them they will very naturally be led to read it. For the same reason, however, it is inadvisable to overstress to the child the undesirability of books he should not read. The curiosity thus aroused often impels a child to read the very thing he is warned against.

Perhaps the most effective way to encourage good reading habits in the child is to link up his reading with his everyday life. When he finds a bird's nest, that is a good time to bring to his attention books on birds and bird habits. When he asks about a certain tree, or animal, or rock formation, he may be sent to interesting books that will tell him what he wishes to know. Not only scientific and technical books, but the more literary and cultural writings as well, may be brought to his attention in this way.

It should be remembered that not only the reading habit, but also the taste for good or bad literature, is formed in childhood. Even before the eighth year the

child may have acquired a taste for certain kinds of reading. Charles Welsh, an English student of children's reading, writes: "As soon as the child has acquired the power of getting at the sense of the printed page, the taste for the good or the bad in literature may begin to grow, and it may do so even while he is acquiring this power. Then he enters on the perilous path so well described by Mrs. Browning in "Aurora Leigh":

To thrust his own way, he an alien through
The world of books! Ah, you!—You think it fine,
* * Yet behold,
Behold!—the world of books is still the world.
The worldings in it are less merciful
And more puissant. For the wicked here
Are winged like angels. Every knife that strikes
Is edged with elementary fire to assail
A spiritual life.

In recent years, certain educators have advocated the "free and natural" upbringing of the child. "Let the child follow his own inclinations entirely in the learning process," they say. Within certain limits this doctrine is excellent, but without the use of common sense in its application much harm may be done. In regard to reading, they say, "Allow the child to browse where he will; in time he will learn to prefer the good to the bad, and where a book is merely weak or worthless, it cannot hurt him." This is a dangerous doctrine. Food for the mind is like food for the body. If the young child were allowed to follow his own inclinations entirely in regard to his eating he might learn in time what best agreed with him, but it is more likely that he would form harmful appetites or kill himself by an unbal-

anced diet. In the same way, if the child is left to browse in a library that contains many worthless and harmful books, his reading taste is likely to become perverted and he may receive harmful impressions that will warp his whole life.

The great problem that confronts parents and teachers is to guide the child's reading until a taste for good literature has been formed. The child should be allowed to choose his own books, but only the best should be presented for his choice. Both in the home and in the school there should be a large variety of good literature. If the child from his earliest years has read nothing but the best, there is little likelihood that he will acquire a taste later on for the insipid juveniles that now, unfortunately, have such wide circulation. A good habit, in reading as in anything else, is not hard to acquire; a bad habit is often impossible to break.

CHAPTER II

WHAT IS CHILDREN'S LITERATURE

"CHILDREN's literature" consists only in small part of books that have been written for children. When we consider the books that are universally popular among children and that have now come to be considered children's classics, we find that many if not most of them were written solely for adults.

Bunyan wrote *Pilgrim's Progress* as a religious allegory, intended to lead men and women into right ways of living. As one writer expresses it, "it was written for grown-up saints, but it happily fell into the hands of little sinners." *Robinson Crusoe* was written to set forth Defoe's views on current social and theological questions. Children have taken the story and have left the theological views to gather dust on the shelves of the past. Swift wrote *Gulliver's Travels* as a political satire. Aesop's *Fables* were intended as moral and political guides for men. *The Arabian Nights* were old, oriental romances. *Uncle Tom's Cabin* was directed wholly toward adults. And so we might continue indefinitely the enumeration of books which are now generally accepted as "children's literature," but which were written originally for grown men and women.

It affords an interesting contrast to consider the fate

of some of the older books that were written expressly for children, especially those that flooded the markets during the eighteenth and nineteenth centuries. Where are these books now, the moralizing tales of good and bad girls, of obedient and disobedient boys, who were so invariably punished for their sins and rewarded for their virtues? They have passed on to the happy hunting grounds of all such books. Children have rejected them. They were not children's literature.

In the last hundred years or so a significant change has come about in the type of story considered suitable for children's reading. The change is especially easy to trace in America, where the earlier literature was so much influenced by the Puritan viewpoint. The famous *New England Primer*, first used about 1700, was typical of the Puritan age. Nearly every student to-day is acquainted with this little book that was written to be the sole book of the young, and that contained the alphabet, the catechism, and religious instruction all in one. Stern and forbidding as the *Primer* may now seem, it was light and frivolous compared with some of the literature that the Puritans considered especially suitable reading for children. Whatever may be said of the Puritan's religion, he at least lived up to it. It was no Sunday affair with him. He saw life as a hard, bitter struggle against worldly temptation, and from infancy the child was trained to meet this struggle. The Bible, the catechism, and a volume of Fox's *Martyrs* was the extent of the usual family library, and the pamphlets and papers around the home were almost entirely made up of tedious discourses on religion. The few books that were printed for children were all tinged

with this sombre philosophy of life. Children, in stories, were generally precocious infants who died young. The younger they were when they died with a conviction of grace, the more credit it was to them.

In 1700, Janeway's *Tokens for Children* was printed. This was a little book of moralizing tales written for the edification of the young. To this book the Reverend Cotton Mather of Boston added another little story, "A Token for the children of New England, or some examples of children in whom the fear of God was remarkably budding when they died, in several parts of New England." Not to be outdone in the piety of its children, Philadelphia brought out immediately a most instructive booklet entitled, "Last Words and Dyeing Expressions of Hannah Hill, aged eleven years and near three months." Boston replied (through the devout Cotton Mather) with "Early Piety in Elizabeth Butcher of Boston, being just eight years and eleven months old." Thus the rivalry continued, the two cities vying with each other in pious infants who, dying, instructed their elders on ethics and religion and strove to prepare them for the next world.

Such lugubrious tales as these were considered excellent reading for the young, whose minds must be kept on the next life rather than on this. And the way to keep their young minds in the right channels was to stress the idea of death. Children's poetry, for example, was of this nature:

I in the burial place may see
Graves shorter far than I;
From death's arrest no age is free
Young children, too, may die.

The Puritan influence was not felt as much in the Southern States as it was in New England, but as the majority of the printing presses were in Boston and Philadelphia, the books that were not imported from England and France naturally followed the Puritan lead. It was not until some of the older chap-books,¹ published by John Newbery, were imported from England in 1750, that the children of America, and especially of New England, had any considerable choice of reading lighter than their catechisms, New England Primers, and pious sayings of those who died young.

The books that were written and published by John Newbery were intended chiefly for the entertainment of children, although the moralizing element was by no means lacking. They consisted for the most part of stories with simple plots about a good or bad child who was rewarded in the end according to his deserts. These stories had an immense popularity in England, but when they were first imported to America they were looked upon with suspicion by the Puritans, who considered them far too light and frivolous for the good of children's morals. Gradually, however, they crept into circulation and thousands were sold. Many of these little books may be seen to-day in various collections. Besides books of entertainment, Newbery also wrote a few primers and readers. He was a most prolific

¹ Chap-books were little story tracts that were turned out by the earlier printing presses. They were printed in the form of stitched pamphlets, having no covers and containing from four to twenty-four pages. They were peddled about in England by men who were called "chapmen." Among the first stories put out in this popular form were "Robin Hood," "Patient Grisel," "Guy of Warwick," and "Reynard the Fox."

writer, turning out dozens of little books on all kinds of subjects. His advertisement in the Philadelphia Gazette, November 15, 1750, gives us an idea of the wide range of subjects which he treated. The advertisement read as follows:

A MUSEUM FOR YOUNG GENTLEMEN AND LADIES

OR

A PRIVATE TUTOR FOR LITTLE MASTERS AND MISSES
containing a variety of useful Subjects; and in particular,
Directions for reading with eloquence and propriety
An account of the solar system

Rules for Behavior

The Seven Wonders of the World

Dying words and behavior of great Men, when just
quitting the stage of Life; with many other useful particulars,
all in a plain familiar Way for Youth of Both
Sexes.

All interpreted with Letters, Tales, and Fables, for Amusement and instruction, and illustrated with cuts.

Newbery's books were followed by an avalanche of little books for children, most of which were of an even more patronizing, moralizing type. The children in these stories were either little prigs who saw, thought, and heard no evil, or they were naughty children whose pride, curiosity, or general bad manners were fittingly punished in the end. The stories were stilted and sometimes absurd, but they did show a groping after a proper, entertaining narrative for children. The influence of Richardson, Fielding, Smollett, and the French novelists was being felt, with the result that the story element in children's books was beginning to hold a larger place.

From the time of these stories up to the present day, we find the majority of children's books written in narrative form. The moralizing, condescending tone of the older writers, who gave "moral instruction for masters and misses," gradually disappeared. Beginning with the writing of Washington Irving, we find a new type of narrative for children; stories that have real literary merit. This development was largely due to a change in the viewpoint of authors. Previous to 1800, children's books were looked upon as an inferior form of literature. Writers who ventured into this field usually concealed their identity under a pseudonym, or apologized for their writing. It was believed that only the most inexperienced authors should write for children; that when the art of writing was learned, effort should be turned to the worth-while field of adult books. The idea that children's literature is itself an important field of writing has been very slow to take root.

Although storybooks, written for entertainment alone, still form the greater part of the writings for children, there is an observable tendency to consider the child's educational as well as his recreational needs. Books on nature and science are becoming more popular, and the conception is gradually prevailing that the mind of the child is capable of doing a good deal of thinking on its own account. For children, to-day, we find such titles as *Squirrels and Other Fur-Bearers*, *The Story of the Plants*, *The Romance of Modern Geology*, *Conquests of Invention*, etc. The realistic story is slowly usurping the place of the older moralizing tale, and the child's interests and needs are both being considered. However, only in proportion as parents and teachers recog-

nize the importance of children's reading will suitable books be written. Writers and publishers only supply popular demand, and if the buyers of children's books demand high literary quality and accurate informational content, that is the type of book which will be produced. At present the buyers of children's books are making possible a vast output of worthless juveniles.

Children's literature is still in the experimental stage, and changes may be expected to take place as a result of new educational aims and methods. In a sense, however, children are themselves the final arbiters of what they read. They are the ones who decide what shall live and what shall not live, and we have already seen that they do not confine their choice to books that were written expressly for children. Dickens, Scott, Cooper and Dumas did not know that they were writing children's literature. They put into their books the elements of sincerity, dramatic story, and vivid action that carry great appeal to the child mind. An adult may be satisfied if a book tells him something he wishes to know; a child is satisfied only if the book carries, along with its message, a human interest and a decidedly imaginative quality.

To be sure, this quality is also one which appeals to the adult. As was aptly stated by Lady Eastlake, an English woman who wrote on this subject over eighty years ago, "The real secret of a child's book consists not in its being less dry and less difficult, but in its being more rich in interest, more true to nature, more exquisite in art, more abundant in every quality that replies to childhood's keener and fresher perceptions. Such being the case, the best juvenile reading will be

found in libraries belonging to their elders, while the best juvenile writing will not fail to delight those who are no longer children." In fact, one test of real children's literature is whether it will also appeal to the adult. Who can say whether the child or the adult enjoys most such books as *Alice in Wonderland*, *Treasure Island*, or Anderson's *Fairy Tales*? The appreciation of such books begins in childhood and continues through life. That Stevenson's books carry a supreme appeal for children is not because they are less technical or less difficult to read than others, but because he gave them more action, more warmth and more vividness.

There are certain elements in literature that children always desire. The first is action; the second is human interest; and the third is imaginative appeal. There are other things that help to make a book interesting, but children do not always demand them as they do these three. They prefer direct discourse to indirect. They like colorful descriptions, and names for everything. They like to have the place and time of the story or incident clearly indicated so that they may easily picture the scene in their own minds. They like humor, but it must be of the "funny incident" kind, and not the satire of adult humor that through subtle quip and innuendo pokes fun at individuals and institutions. They will not tolerate preaching or moralizing unless it is so successfully concealed as not to be easily recognizable as such. Finally, they demand sincerity—a genuine, unaffected treatment of whatever subject is chosen.

CHAPTER III

WHY CHILDREN READ

CHILDREN read because of three fundamental characteristics of their nature: curiosity, desire for wish-fulfillment, and the tendency to imitate. Within the limits of individual differences, every child who reads at all is following one or more of these three urges.

A normal child is an active, vibrating question mark. Almost anything he observes may become for him an object of absorbing curiosity. The trait is one which has an interesting development in the child. The young infant is not, in the strict sense of the word, curious. He reacts to sense-perception, but not with much active interest. Hold a watch beside the infant's ear—he listens, but only passively. Hold a bright-colored object before his eyes—he stares at it, and may possibly clutch at it, but his attention is only momentary. By the time the child is two or three years old this passive observation has gradually merged into a very active interest. The watch ticks, but what makes it tick? The bell rings, but why does it ring? From three years on, the child's curiosity steadily increases. "Why—what—how?" he asks with eager questioning concerning all he sees.

It is only the normal child who displays intelligent curiosity. The imbecile or idiot, with pendent jaw and dull eyes, never gets beyond the stage of passive observation and mild wonder. The questions he asks are likely to be meaningless or vague, and any kind of answer satisfies him. An insistent curiosity is one of the best signs of superior intelligence.

There are three ways by which the child may satisfy his curiosity: by questioning, by observation, and by reading. The child of three asks questions, but the child of ten has learned that most adults are, after all, a painfully ignorant or secretive lot, and he seeks much of his information in books.

In a study of children's questions, made at Clark University some years ago,¹ it was found that the subjects on which children show decided curiosity, fall chiefly into five classes: (1) forces of nature; (2) mechanical forces; (3) origin of life; (4) theology and bible stories; (5) death and heaven.

All but 5 per cent of the children's questions tabulated fell into one or another of these five classes. The 5 per cent that were not so classifiable were called "merely inquisitive questions." Of 465 questions asked by children under ten years of age, over one-half were on topics relating to nature or the workings of natural forces, the what and why of the sun, moon, plants, and animals. Nearly three-fourths of this group related to causation—"Why is this so?"—"Why isn't that so?" Probably most observant parents and teachers have noted that this is true, but the significance of the fact in connection with children's reading has been overlooked.

¹ *Aspects of Child Life and Education*, G. Stanley Hall.

Undoubtedly the home and school should provide the type of reading that conforms with the development of curiosity at different ages. The child of four years who wants to know who puts the stars in the sky at night may have a fascinating field opened to him if he is allowed to listen to simple realistic nature stories. The child of nine who asks why some stars twinkle brighter than others, or what keeps airships in the air, may be given a book of natural science that has been written in simple, non-technical language. Unfortunately, books of real informational value that will successfully answer the questions of the child from three to ten years of age are few in number and limited in scope. It is only in the last few years that scientists and scholars have been willing to set forth their findings in interesting form and in language that a child can understand. The need for books that will answer in simple terms, but with actual facts, the child's questions regarding natural forces, is very great.

Especially limited are the books dealing with the biological process of reproduction. Normal children always display curiosity, at some age, regarding the origin of life, and it is most unfortunate that parents have so little suitable literature to give them or to read to them on this subject. At the present time there is no thoroughly satisfactory book on the market that describes in a clear and simple way for the child the internal structure of plants and animals and the natural process of reproduction. Most of the books written on this subject either take the sentimental point of view, which is both absurd and unnecessary, or stress aspects of the sex problem which need not enter into the child's reading.

One of the most helpful books to parents in this connection is *The Way Life Begins*, by Bertha Chapman Cady, published by the American Social Hygiene Association, New York City. This book contains illustrations that may be shown to the child as explanations are made. The language of the book is too technical for the child to understand by himself, but with such oral supplementation as intelligent parents can give, it makes an accurate and satisfactory descriptive text.

Curiosity concerning religion and death is also hard to cope with. Bible stories, well-told, are enjoyed by nearly all children, but in this day of varying religious conceptions it is almost impossible to recommend any one kind of book on religious subjects. The parent whose child asks, "Who is God?" "Where do we go when we die?" must answer according to his own beliefs and give the child such reading as will appeal to reason as well as to the imagination and the emotions.

In every field the child's natural curiosity is an important factor in the choice of reading. It is undoubtedly true that the majority of children's books on the market to-day neither satisfy the intellectual needs of the child nor provide desirable entertainment and instruction. The mind of the child is an active, reasoning mechanism which is constantly being stimulated to curiosity regarding the phenomena of life. The great need is for books that will satisfy this curiosity by giving actual facts in the entertaining narrative form that children can understand and enjoy.

A second motive that influences the child's choice of books is the satisfaction of unconscious desires. It is to this natural characteristic of childhood that most of

our modern "juveniles" are catering. The child does not read as the adult reads, for an hour's entertainment or instruction; he reads himself, by a process of empathy, into the book, and finds there a satisfying fulfillment of his subconscious wishes. These wishes are of many kinds, and like curiosity, they have a gradual development as the child matures.

The earliest desires of the child are concerned largely with food. Fairy tales about gingerbread shops with ice cream roofs and peppermint candy posts are naturally appealing to the young child. Nothing else arouses such keen sympathy as stories about children who have nothing to eat. Along with this the fairy-story wish develops, and the child dreams of attaining all his desires by some sort of magical means. Gradually the self-assertive and masterly tendencies show themselves in a liking for stories about fabulous wealth and grandeur. In boys the fantastic wish generally includes some dream of personal power or leadership over other children; in girls it more often involves a desire for an abundance of beautiful clothes, and for personal comforts and luxuries. The daydreams and wishes of the two sexes are characteristically different. The boy-wish is generally concerned with adventure, physical prowess or leadership in games and sports; the girl-wish is for beauty, for admiration, and for personal ease. The difference between the sexes is strikingly illustrated in the statements of two children quoted by T. L. Smith in her study of the psychology of daydreams.² The boy's wish was as follows:

² *American Journal of Psychology*, Vol. XV, pp. 465-488.

"If I had \$16,000,000, I would have a couple of red-devil automobiles, a couple of airships, and a fine big mansion. I would have a couple of hundred nice carriage horses. I would hire a couple of hundred men to take care of things and keep everything looking swell, and have a swell big building for playing indoor baseball in winter, basket ball, Rugby, and all kinds of sports and games. The first thing I would do before I ate my breakfast would be to go out and have a nice swim, and then take a good pair of Arabian horses and take myself out for a ride, and then come back and eat a good breakfast and take one of my red-devil automobiles out for a good ride."

Note in this the wish for (1) fabulous wealth; (2) games and sports; (3) food; (4) ownership; (5) animals; (6) power over other people ("a couple of hundred men"); (7) adventurous thrills (airships and automobiles).

The girl's wish was very different; she expressed it as follows:

"One of my daydreams was that I could live in a lovely castle, and eat good food and vegetables. And be a fairy and have a wand. I could have a hundred houses full of twenty-dollar bills. And ride in a lovely diamond flower team. I could have as many dolls as I would wish. And have doll carriages dressed in silk. It would be summer all the time. I could have white silk dresses, pink, blue, and bright colors. I could have as many boys and girls to play with me as I wanted. And I could have storybooks."

Here we see the wish for (1) food; (2) fabulous wealth; (3) superhuman power; (4) bright colored

resses; (5) playmates; (6) entertainment; (7) beauty and luxury.

On the other hand, books also influence the content of the child-wishes and daydreams. The right kind of reading may inculcate worthy ambitions and result in healthful activity; the wrong kind may lead to fantastic or unhealthful conceptions of reality. Especially is the child influenced when his fantastic, fairy-tale wish begins to merge into the practical desire of the ten- or twelve-year-old boy or girl. Suitable books may then lead to very definite forms of activity of an educational nature; the boy may begin to build models of mechanical objects mentioned in his reading, or be influenced to take up a variety of interests and hobbies. The wrong kind of reading may weaken the tendencies to healthful activity and lead the child to seek more and more the satisfaction of his desires in stories of unreal life.

A third factor influencing the child's reading is imitation. Nothing is more natural than that children should find in those around them, especially in their elders, the models for their behavior and the cues for their likes and dislikes. It is in this way that a large part of their education is gained. In the matter of reading, imitation is especially important. In the first place, the child whose parents read is more likely to form the reading habit than the child who sees little reading in his home. In the second place, the child's appreciation of a given kind of literature is likely to be considerably influenced by the attitude of relatives and friends. Not that the child is wholly imitative or always amenable to suggestion with respect to his reading; the clandestine reading which children do shows that this is far from

being the case. However, the comparative study of the æsthetic cultures of races reveals clearly the conventional nature of æsthetic appreciation and the influence of imitation in determining its trends. Literary appreciation is no exception to the rule.

From this brief consideration of the reasons for children's reading, three conclusions may be drawn. First, in order to take advantage of the child's natural curiosity, we should strive to ascertain, by means of a careful consideration of his spontaneous questions at different ages, what subjects are uppermost in his mind, and we should then provide such reading as will answer his questions and will add to his general knowledge of nature and life. Second, because of the large part played by the wish fulfillment motive in the child's reading, we should put before him only such books as will tend to arouse normal and healthful desires and lead to fruitful activity. Third, because the child is so largely a creature of imitation, we should see that his companions are of the kind whose reading is not objectionable, and we should strive in every case to create an environment that will encourage the reading of instructive and inspirational, as well as entertaining, books.

CHAPTER IV

AMOUNT OF READING

THE amount of children's reading varies so much with locality that averages from one part of the country are seldom applicable as a basis of comparison, to another. For example, children in rural or industrial communities, where books are scarce, do not read nearly as much as children in well-to-do urban communities where books are plentiful and easy to obtain. However, parents and teachers so often ask for exact figures which they may use in determining whether their own children are reading more or less than the average that we present the following table based upon reading records which were kept for two months by 808 unselected school children of ages six to sixteen in three small California cities. These averages are probably somewhat higher than would be found for the nation at large, but they are fairly representative of the well-to-do community where good libraries are the rule rather than the exception. In comparing the reading of an individual child with the averages here given, one should take into account the amount of magazine reading which the child does. Some children read few books but many magazines, others do little reading outside of books.

AVERAGE READING OF CHILDREN 6 TO 16 YEARS OF AGE

Age of Child	Number of Cases	Average Number of Books per Month
6 to 8 years	32	0
8 to 10 years	163	1.5
10 to 12 years	286	2
12 to 14 years	230	3
14 to 16 years	97	2.5

The increase from year to year in the number of books read by the child is gradual, not saltatory. For this reason, the table above is given in grouped rather than in separate years.

The fact that unselected children of 6 and 7 years read on an average less than one book a month, may be surprising to the parents of children who read at this age several times this amount. There are, of course, a good many children who read for enjoyment at 6 or 7 years; a very few do so even as early as 4 or 5, but such children are decidedly exceptional. The average child under 8 years of age is struggling with the mechanical side of reading, and his books are mostly picture books, or stories that he has heard so often that he has learned them almost by heart and can therefore "read" them without much effort.

Children 8 or 9 years old should have mastered the mechanics of reading sufficiently to enjoy reading themselves, instead of being read to. They average from four to ten books a year. Among our brightest children of 8 years there are some who read as many as three books a week, or 150 books a year; but these little bookworms are much farther from the average

than children of 8 who read nothing at all beyond their school texts.

At 9 years the amount of reading changes only slightly, but at 10 and 11 the number of books read shows a more decided increase. By this age reading has become a pleasure instead of a task, and the children circulate books among themselves, exchange favorite stories and patronize general libraries.

The twelfth or the thirteenth year usually marks the beginning of what is commonly called the "reading craze." Never again in his life does the average individual read as many books in one year as he reads at 12 or 13. Boys generally reach this maximum amount at 13, but girls, who mature more rapidly than boys, usually read their greatest number of books at 12. This is a difficult time for parents, when the child is devouring every book in sight and demanding more. Fortunately indeed are the parents who have succeeded by this time in developing in their child a taste for good literature. If they have failed in this purpose the period of maximum reading will mean a plague of "series" books and of sentimental or sensational stories that may well give cause for anxiety.

If the reading craze is experienced before the twelfth year, it is often found, especially with girls, that a second peak is attained in the fourteenth year, after a considerable drop at 13. It seldom happens that a child keeps up to the maximum for two years together. His feverish interest seems to lag after a brief period of intensity, and it may or may not be revived later.

It is interesting to note that although the average number of books read at 14 is not far below that for 12,

the type of reading is radically different. The girls now read more emotional fiction, more adult stories, and fewer fairy tales and legends. By the age of 14 years the girl considers herself very grown-up, and her reading interests, as will later be shown, reflect this attitude. Boys, too, at this age leave the juveniles and turn to books that deal with adult characters or that show a more mature point of view.

At the age of 14 or 15 the child enters high school, and his outside study and required reading increase in amount. Boys in high school have their athletics, clubs, and numerous other activities that keep them busy; and the field of girls' interests is at this time also correspondingly extended. Voluntary reading, or reading for enjoyment alone, now markedly decreases. When the child finishes high school he must either go to work or go to college. If he goes to work, he has little time for reading. If he goes to college, he has still less. The average college freshman reads not a single book beyond the requirement laid down by his instructors.

We see, therefore, that a great reading interest at the age of 12 or 13 does not mean that the child is going to be a bookworm through life. It only means that he is normal. If his reading has been of a good quality he will come through the reading fever with much of his curiosity satisfied and with his store of knowledge greatly enlarged.

One question that always arises, when considering the amount of children's reading, is whether the child can read too much. This is often a source of anxiety to parents when their children have reached the period of most intense reading interest. As a rule the fears of

parents in this connection are quite unfounded. It is only in rare cases that a child seriously injures his health by reading. Of course, physical conditions must be considered. Some children need more outdoor life than others, and some have defective vision. No child should read under a poor light, or from books that are printed in too small a type. He should not deprive himself entirely of physical exercise and should not read in bed until late at night. He should not seek his companions in books to the exclusion of actual social relationships. On the whole, however, for the physically normal child with normal vision, there is very little danger of harm from much reading, always providing, of course, that the books read are of the right kind. The dangers of too much reading are negligible compared with those that relate to quality.

At the opposite extreme is the child who never reads anything at all. Fortunately, however, normal children of 9 to 15 years who persistently refuse to read, even when properly encouraged, are rather rare. On the other hand, there are countless parents who read nothing at all themselves and who never encourage their children to read. There are children of such parents who have never tasted the joy of a story, a legend, or a bit of nature lore. The number of children who have never read a book through just for the pleasure of reading is surprisingly large, but they are generally children who have never been encouraged to read. Of the unselected California school children from whom the reading averages given at the beginning of this chapter were obtained, 13 per cent of those over 8 years of age read no books at all during the two months period

studied. This per cent is very small as compared with results of other studies in the United States. In some localities it has been found that 30 or 40 per cent of the school children read nothing at all outside of school texts. We can well understand these figures when we consider the large percentage of literate adults who have never acquired a taste for reading books.

Some of the children who reported that they had read no books during the two months of record keeping were questioned individually. Many of these said that they had never read a book through. Others had read in all one or two books. One candid youth exclaimed, "Gee, books is too long. It takes too long to get through 'em, and I got too many other things to do." This is generally the attitude of the child who never reads; he has too many other things to do. It is a natural feeling if the joy of reading has never been experienced. Boys of this class look with pity on the child who reads during his leisure hours. What a waste of time, they think!

This problem of too little reading is much more serious than the problem of too much reading. Every child should be encouraged to read. If the home conditions are such that the child seldom sees good books or hears them discussed, then the responsibility for the inculcation of reading habits falls entirely upon the school. In recent years our teachers and school authorities have come to appreciate more and more the importance of this responsibility. School libraries, city libraries, county libraries and programs of supplementary reading in the school are becoming universal.

CHAPTER V

THE DEVELOPMENT OF READING INTERESTS

WHAT books children read usually depends as much upon what is given them, lent them, and suggested to them, as upon their own individual interests. Nevertheless, there are certain well defined tendencies in reading interests that change as the child's experience grows and as his imagination and reasoning powers develop. Our purpose in this chapter is to trace the development of such tendencies as they show themselves in typical boys and girls, ignoring for the time being the large departures from type which result from special interests, environmental influences, and the wide range of differences in intelligence.

Before Five.—Before the age of 5 years, nearly all children are read to. The books they own and show spontaneous interest in are mostly picture books. Even before 2 years children show a marked interest in pictures, and they will enjoy picture books up to 8 or even 9 years.

The chief interests of children before 5 are in jingles and nursery rhymes. The instinctive appreciation of rhythm in little children makes them love the Mother Goose jingles better than anything else that may be read to them. These jingles have a swinging cadence

and a repetition of sound that carry a vast appeal. Witness this favorite:

A cat came fiddling out of a barn
With a pair of bagpipes under her arm.
She should sing nothing but fiddle-de-dee,
The mouse has married the bumble-bee.
Pipe, cat,—dance, mouse,
We'll have a wedding at our good house.

Besides the jingles, simple fairy tales and little nature stories are also enjoyed. The child of 4 and 5 sees life in everything that surrounds him. He talks to his Teddy Bear, asks if the flowers are lonely at night, wonders if the moon ever goes to sleep, and in every way projects into inanimate objects the life he feels within himself. For this reason he greatly enjoys the nature story that depicts animals or natural forces as talking and acting like human beings. He likes "Henny-Penny," "The Three Little Pigs," and "The Story of the Three Bears." He demands an abundance of repetition, rhythm and clang association. The reader who remembers the story of the three pigs will recall the famous passage that for centuries has given so much enjoyment to little children: " 'Oh, little pig, little pig, let me come in.' 'No, no, by the hair on my chinny-chin-chin.' 'Then I'll huff and I'll puff and I'll blow your house in.' " The appeal of sound repetition is strikingly shown in the popularity of "Henny-Penny." When Henny-Penny starts out to tell the king that the sky is going to fall, she meets Cocky-Locky, Ducky-Daddles, Turkey-Lurkey, Goosey-Poosey, and Foxy-Woxy. A large part of the interest which this story of Henny-Penny has for little

children comes from the repetition of these clang associations.

To summarize, we see in children, before 5 years of age, an interest in jingles, in picture books, in simple fairy tales, and in the talking-beast type of nature and animal story.

Six and Seven.—Children of 6 and 7 still enjoy Mother Goose rhymes and picture books, but their chief interest is in the nature story—little books about the wind, the birds, the animals, the trees and flowers. Their background of experience is growing and they like to hear about the life they see around them. They still interpret nature in anthropomorphic terms and think of animals and natural forces as talking and acting much as they themselves do. The type of nature story that appeals to children at this age is well illustrated by Thornton Burgess's Mother West Wind tales, which personify everything and carry a little moral in the story. One of these tales, which is representative, ends in this way:

All day long Striped Chipmunk and Peter Rabbit and Bobby Coon and Jimmy Skunk and Reddy Fox ran this way and ran that way over the Green Meadows trying to find the Best Thing in the World. The sun was very, very warm and they ran so far and they ran so fast that they were very, very hot and tired, and still they hadn't found the Best Thing in the World.

When the long day was over they started up the Lone Little Path past Johnny Chuck's house to their own homes. They didn't hurry now for they were very, very tired! And they were cross—oh, so cross! Striped Chipmunk hadn't found a single nut. Peter Rabbit hadn't found so much as the leaf of a cabbage. Bobby Coon hadn't found the tiniest bit of sweet

milky corn. Jimmy Skunk hadn't seen a single beetle. Reddy Fox hadn't heard so much as the peep of a chicken. And all were as hungry as hungry could be.

Halfway up the lone little Path they met Old Mother West Wind going to her home behind the hill. "Did you find the Best Thing in the World?" asked Old Mother West Wind.

"No!" shouted Striped Chipmunk and Peter Rabbit and Bobby Coon and Jimmy Skunk and Reddy Fox all together.

"Johnny Chuck has it," said Old Mother West Wind. "It is being happy with the things you have and not wanting things which some one else has. And it is called Contentment."

The exact value of this type of nature story is hard to analyze. It is the traditional kind of reading to give little children, and it is undoubtedly enjoyed. The more realistic nature story that gives actual facts in an entertaining style has also been found to have an interest for young children, and the talking-beast tale may possibly play a smaller part in the children's literature of the future than it has in the past.

Children of 6 and 7 years also enjoy having read to them fairy tales, myths and legends, but these must be short and written mostly in direct discourse. "Tom Thumb," "Jack and the Beanstalk," and "Puss in Boots," are well liked.

The child's book at this age must be short, profusely illustrated, and rather fanciful. Young children may often be seen poring over the *Book of Knowledge* or large volumes of travel, but for the most part they are enjoying the pictures rather than the text.

Eight.—At 8 years, children show the greatest interest in fairy tales. It is interesting to see that this is practically universal. The classic fairy stories of An-

dersen and Grimm, the Oz books, the books of Andrew Lang, all fascinate the 8-year-old. It is the fantastic, imaginative qualities in these stories that are enjoyed. The child of this age is living in a world of imagination, and the more fanciful the tale is, the more appeal it has. In some children the interest in fairy tales begins at 7 years, in others not until 9; but with the great majority it reaches its maximum at 8 years. It is interesting to see that this is practically universal with children. From England, France, Germany, Scandinavia, and Italy, investigators of children's literature report this same thing. Walter Quast, reporting a recent reading study in Germany,¹ says: "By the end of this period (the eighth year), we see the child living, enthralled, in a wonderful world of fairies and sorcerers which he finds described in the fantastic fairy-tale literature, and in which he dwells, far removed from the real world. A critical attitude is not aroused in him. He confronts the world of his book passively and purely in a receptive way. This attitude and feeling toward the fairy world is usually abandoned in the ninth or tenth year."

At 8, too, begins the interest in stories of real life. Child life in other lands, and stories of children in general, have great appeal. Realistic animal and nature stories are now read, and the child's appreciation of the real world has so grown that he welcomes a rational explanation of things, even though he likes from time to time to get away from reality to a world of his own fashioning.

¹ *Die literarischen Neigungen im Kindes—und Jugendalter*, Walter Quast. *Zeitschrift für angewandte Psychologie*, Leipzig, 1922.

Nine.—The interest in fairy tales often continues through the tenth year, although most children of 9 live more in the real world than in the world of fancy. Children are now fairly well started in school and their curiosity is piqued along many different lines. Their choice of reading shows this emergence from fancy into fact.

With boys the change of interest is more striking than with girls. The average girl of 9 years is still living in the fairy-tale period, but the boy is showing more practicality, more interest in the affairs of real life. He reads the Boy Scout books and stories of boy life everywhere.

This is the golden age for parents to encourage children in the reading of real literature. The mechanical part of reading has, as a rule, been mastered, and to read a book is no longer a task to be accomplished with difficulty. Most children read very little before this age. Their lives are filled with play interests and they prefer to satisfy their curiosity by asking questions. "Things to eat and things to see" are their chief interests. But now, at 9 years, a real reading interest develops. Between the ages of 8 and 9 there is a noticeable difference in the length of story that will be read. The 8-year-old likes the short story printed in picture book style; the 9-year-old will read books of a hundred pages or more.

Ten.—At 10 years, the reading habit is becoming well fixed. The child's curiosity about things outside of his own perception is rapidly developing. His background of experience is widening, his mental pictures are becoming more definite and he is better able to interpret the characters and situations met with in books.

The age of 10 shows a marked falling off in interest in fairy tales, although this is less noticeable with girls than with boys. Books of travel and stories of other lands now take on a most striking popularity. *Heidi*, Mrs. Perkins' Twin Series, *Lisbeth Longfrock* and other books of this type are read and enjoyed. This interest in children of other lands can of course be utilized to great advantage in the teaching of geography, history, and other school subjects.

Many boys now begin to read books on inventions and mechanics. By actual figures, 28 per cent of boys of this age show some interest in books on inventions. If the home and school conditions are favorable, the boy of 10 may develop a lasting interest in science.

Although the most marked interest in biographies comes at 12 years, almost all 10-year-old children will read the narrative that recounts in simple style the lives of famous men and women. Myths are also enjoyed, especially as they are interpreted by Hawthorne, whose stories of "Pandora's Box" and "The Miraculous Pitcher" are very popular at this age. Legends, too, are read, and the legendary characters become very real. The story of Robin Hood, and the many children's versions of William Tell and the King Arthur tales, open up a new field of hero worship which reaches its climax later at about the age of 12 or 13. The interest in biography also brings an interest in history, in the events with which these famous people were concerned. The history is preferred in story form, but interest in it is quite apparent, none the less.

Eleven.—By the time the child is 11 he has ordinarily reached the fifth or sixth grade in school. He

now reads many of the books passed around among children. The boys circulate the books of Altsheler, Barbour, Henty, and Alger. The girls exchange the Little Colonel Series, the books of Louisa Alcott, and those of Frances Hodgson Burnett.

Most boys of this age revel in series books—tales of adventure and mystery. Their interest in science and invention increases, and interest in animal and nature stories drops off. About 25 per cent of 11-year-old boys express some interest in books on mechanics, electricity, aircraft, or exploration.

Girls of this age read mostly stories of home and school life, of which *Little Women* is a typical example. They still retain an interest in fairy tales and fantastic stories, which have now been dropped almost entirely by boys, and they still like nature and animal stories. Gardens and flowers have an inexplicable interest for the 11-year-old girl, and her reading generally shows this. The animal stories she likes are of the *Black Beauty* and *Beautiful Joe* type. Girls of this age read many of the boys' adventure stories, but practically none of the scientific or mechanical books read by boys. Books on aircraft, engineering, forestry, mechanics, and electricity they do not read at all. In the children's reading records considered in this study there was not a single book listed in any of these fields that was read by an 11-year-old girl. On the other hand she is beginning to take a noticeable interest in love stories, an interest that seems to have no place whatever in the boy's life at this time.

Twelve.—At 12 years, as we have seen, the reading

interest approaches a climax of intensity. Children now show some interest in almost every field of literature. However, this is especially the age of hero worship, when biographies and historical narratives are preferred. Stories of both legendary and historical heroes enthrall the reader of 12 or 13 years, who projects his own life into the thrilling lives of his heroes. The biographies of Lincoln, Edison, Roosevelt, Kit Carson and Daniel Boone are especially popular.

It is with boys, at this time, that the greatest interest in biography and history is shown. They also read many books bearing on inventions, mechanics and the industrial processes. The big field of boys' reading is still adventure stories and tales of athletic prowess, but the "juvenile" now gives place to the more exciting account of daring feats. The boy who has developed a more pronounced taste for adventure stories may now turn to a harmful type of sensational story. Other boys at this age develop an intense interest in Dickens, Dumas, Victor Hugo, or Mark Twain. They still read mythology: Greek and Roman myths, old Norse myths, and quaint old hero stories. Hawthorne, Kingsley, and Baldwin supply a large part of the demand for such stories.

Girls of 12 read mostly stories of home and school life. *Little Women* reaches its height of popularity, and stories of the kind that recount the adventures of young girls in boarding school or college are much in favor. Interest in fairy tales has decreased decidedly, and interest in boys' adventure stories has become noticeable. It is surprising to note the number of books written especially for boys that are read by girls of this age, and

inversion of interests rarely found in boys. Girls are still interested, too, in nature stories, and they enjoy bird books and flower books. They read the Bible, and stories adapted from the Bible. Boys may read the stories of Samson and Delilah and of David and Goliath if they are especially rewritten for boys and are printed in an attractive form, but the Bible itself and the stories of the New Testament they usually leave to girls. Exploration, history, science, machinery, and electricity have little interest for girls of this age. Inventions do, but girls prefer the accounts that are interwoven with an interesting biography of the inventor's life. Girls of 12 like biography, and they prefer the lives of women to those of men. Unfortunately, the number of good biographies of women is very limited, so girls read much the same books in this field that boys read—the lives of Washington, Lincoln, Edison, Franklin, etc.

The great difference that the girl of 12 shows from her younger sisters is her dawning interest in adult fiction. Now she begins to dip into the great mass of sentimental trash, the *Schund* that is written for adult consumption. Her ideas, fancies, and daydreams are maturing, the adolescent period is coming on, and she begins to seek the mental world of older people. The dreams of girl-adolescence must have something to feed upon, and the 12-year-old girl finds this in adult fiction. She is still reading too much juvenile material to let this interest take full sway, as it may later on, but the development is one that must be reckoned with in suggesting books for her to read.

Thirteen.—Distinctively new reading interests seldom develop at 13; instead, all the former interests are

intensified. With boys, mechanical and scientific interests are now very marked. Hobbies have been developed which lead to various lines of instructional reading, and boys turn to bird books, radio books, astronomy books, and other differentiated fields of reading. The Tom Swift books exemplify the wish-fulfillment motive that continues to play a large part in the reading of boys at this age. Each of these books tells of a boy who invents some remarkable thing. Enemies try to steal the invention or to hinder the hero in his plans, but he foils them in particularly ingenious ways. Finally he sells the invention, receiving a large sum of money with which he is enabled to buy many luxuries for his family. There have been hundreds of stories written for boys on this theme, and they are all popular. In them the boy of 13 finds his total wish-fulfillment. He creates something, invents it; he meets with opposition; he defeats his opponents; he has thrilling adventures; finally he gains great wealth and lives happily ever after.

The girl of 13 continues her excursions into adult novels. She is living in more of an imaginative world than are boys of this age, and her fancy is showing more than a tinge of sentimentality. She reads *The Trail of the Lonesome Pine*, *The Little Shepherd of Kingdom Come*, *The Harvester*, and, in most cases, develops a decided taste for this kind of literature. She also reads Dickens, Mark Twain, Booth Tarkington, and Barrie, and if her reading is directed, she may become acquainted at this age with some of the world's best literature. Her tastes are decidedly non-scientific and non-technical. She still reads some stories of home and

school life and a few boys' adventure stories, but the most noticeable thing is the development of her interest in poetry. The girl of this age not only reads poetry with enjoyment, but also writes it. Many a parent is led to think that the young daughter is destined to become a second Mrs. Browning, but the interest generally subsides after a period of one or two years. Girls of this age show an interest in drama; Longfellow's "The Spanish Student" is popular, as are also certain of Shakespeare's plays.

Fourteen.—At 14 adolescence has become well advanced and most children are turning to rather specialized interests. Books are likely to give way to periodicals, and great numbers of both popular and scientific magazines are read.

With boys, interest in the adventure story of the boys' series type begins to wane. They still read stories of athletics and tales of boy inventors, but it is with more interest in the sport or the invention than in the story itself. Interest in technical mechanics becomes more prominent. The boy of 14 is likely to be found stringing up wires over the house, devising new radio appliances, or adding new cars of his own build to his electric train. He makes models of steamboats and airplanes, and likes to have reference books that he may refer to for designs and suggestions. He will now read a great deal of non-fiction if it is given him. He likes biography, history, and travel, and for fiction he is particularly fond, at this age, of jungle stories. He also reads some of the novels that his sister read at 13, but he adds *Toilers of the Sea*, *The Last of the Mohicans*, *The Three Musketeers*, and similar stories.

Girls of 14 show decided maturity of reading tastes. They may occasionally read a boys' adventure story, or a book written for young girls, but for the most part they prefer adult books. This is the age when girls, if allowed, will fairly steep themselves in sentimental fiction. They take their library reading from the fiction shelves and no longer go to the juvenile rooms. They often read as many as six or seven novels a week, and all of life takes on a tinge of romance. They live the lives of their heroines, and are likely to imbibe many false ideas of reality. It is especially the girl whose literary taste has never been cultivated who turns to this kind of sentimental trash. An abundance of good literature should be provided for the girl at this period or she is almost certain to fall into deplorable reading habits. It is likely that she will read some undesirable books at this age, whatever may be done to prevent it, but if she is given a sufficient amount of worth-while reading matter she will be far less likely to succumb to the spell of inane and sentimental love stories.

The girl of 14 is still interested in poetry, and this interest should be encouraged both in the home and in the school.

Fifteen.—At 15 the reading interest usually suffers a noticeable decline, due largely to the competition of high-school studies and to the distractions of new interests. Reading is still enjoyed, but its monopoly of attention has been forever broken. Mark Twain, Stevenson, Dickens, Scott, Dumas, and Conan Doyle are now popular, although the most fiction at this age is read by girls. Girls still retain their taste for the romantic novel, and they read more of these than anything else. The

girl of 15, if we can accept the evidence of her reading interests, has most decidedly put away childish things. She likes her history in the form of historical novels, her nature study in the Gene Stratton Porter form, and her stories of home and school life with a large dash of romance. By the age of 15 adult reading tastes are practically formed in girls. If there is an overindulgence at this age in the cheaper sentimental fiction, then the chances of good reading habits being formed later are very slight. If at 15 the girl is reading nothing but Augusta Evans Wilson and Charles Garvice, at 20 her tastes are likely to run to Ethel M. Dell and Mrs. Hull. This accounts for the great mass of weak drivel put out each year in the form of "best sellers," for women are the large buyers of books. Of course, one must expect the 15-year-old girl to read a certain amount of sentimental literature. This is the age when all girls are waiting breathlessly for the knight to come a-riding, and in reading they seek their wish-fulfillment. But there is a difference between the reading of the girl interested in historical or costume romances and the girl who reads mere love stories. Many girls at this age read poetry and plays, and the high school literature courses often open up new fields of interest.

At about the age of 15 there develops a great specialization of interest which continues through adult life. Boys at this age will often read very technical books along the lines of their various hobbies, and they should be provided with all the good material of this kind that they can use.

After Sixteen.—After 16 the reading interests of boys and girls are so matured that little difference from

adult reading can be detected. Reading preferences are becoming more and more individual and specialized, and generalizations no longer apply. There is now no central tendency or trend of group interest, corresponding to the "fairy-tale age" or "hero-worship age" of earlier years. By this time the reading tastes that will last through life have pretty definitely taken form.

CHAPTER VI

INDIVIDUAL DIFFERENCES

IN emphasizing, as we have, that the child needs guidance in the choice of reading material, we have not meant to imply that he should be allowed to read only such books as have been selected by an adult. Few parents or teachers are qualified to choose the exact book that will most appeal at a given time to the individual child. Individual differences are so great that what will interest one child will hold no appeal for another. An occasional parent, after years of observation, may come to know his child well enough to enable him to choose unerringly the books that will have greatest interest, but such insight into child nature is the rare exception. Nor can hard and fast rules for the guidance of parents be laid down. There are a few books that every child should read, but these form only a small part of the reading a child should do.

It is important that parents, teachers, and librarians recognize the wide variation of children's interests and strive to provide reading that will satisfy every need. The more one studies children by exact methods the more one is impressed by the individuality of interests. One boy leaves fiction untouched and devotes himself entirely to science and other abstract subjects. Another prefers mechanical magazines and technical articles, sets

up radio outfits, constructs model engines, and insists on having his own scientific reference books. Another cares little for these things but prefers the excitements of adventure stories or tales of warrior heroes. As for girls, one revels in historical novels; another prefers poetry or books on pictures and art; a third will develop, with a little encouragement, a taste for books of nature study or travel; some will read nothing at all but stories of school life. These individual differences are very real, and they cannot be too carefully considered in the selection of children's books.

Children should, by no means, be encouraged to confine their reading to one special field, even when this field is commendable. They should read over a wide range, but it is inevitable that their range of reading will be influenced, in no small degree, by individual differences arising from various factors.

The first of these factors is age. The average child of 11 will not care for the kind of reading that most appeals to the average child of 9. Moreover, as we have seen, each period in the child's development is marked by reading interests of a fairly well defined type. The child of 3 enjoys nursery rhymes and jingles; the child of 8 prefers fairy tales; the child of 10 likes real-life stories of other boys and girls; and the child of 14 may show specialized interests in a large number of different fields. We have already traced these age influences in some detail.

A second factor is rate of physical development. Some children mature far more rapidly than others. Girls, on the average, approach the mysterious threshold of adolescence nearly two years ahead of boys and among

the children of each sex there are wide differences in the rate of maturity. Some boys are as mature at 12 as others at 16; some girls are as mature at 11 as others at 15. It is largely for this reason that a book which appeals to one child of 12 may be scorned by his companion of the same age as being too childish. Reading interests are probably controlled as much by physiological age as by chronological age. In our discussion of age developments in the preceding chapter we intentionally ignored the factor of physiological maturity, as well as many other influences making for individual differences. Our purpose there was to give a clear outline of typical trends. This method has very great pedagogical advantages, but it should not mislead the reader into believing that all children are cast in the same mold.

The influence of health on reading is fairly obvious. The sickly child is likely to spend more time in reading and will probably prefer a very different type of book from those which pass as favorites among the young athletes of his neighborhood.

The differences in reading interests caused by school environment, social or economic status, and home training, are too evident to require much elaboration. The child who is reared in a home where only good literature is read and discussed is indeed fortunate. The child who sees no books in the home, and whose parents have never realized the importance of reading, is under a severe handicap. Home training is more important than any other single educational force in forming good reading habits in the child. An occasional teacher may possess the interest and the personality to direct the

child's reading outside of school hours, but too often the responsibility falls entirely upon the parent.

Another factor that influences reading is emotional endowment and temperament. The pathetic story that will dissolve one tender-hearted child in tears will leave another wholly unmoved. Children, as well as adults, may be classed as "tough-minded" or "tender-minded." A moral lesson may be taught one child by means of a story which would only irritate another of the same age. The scientific study of the emotions and temperament is a field in which psychologists have made little headway, as compared with their successes in the measurement of intelligence, but ordinary observation will convince one that these elusive elements of personality are among the most powerful determiners of the individual's reading interests.

Two factors, better understood, which greatly influence reading interests are sex differences and the wide variations in mental ability. Our study has brought out so many interesting points in regard to both of these factors that separate chapters will be devoted to them.

Individual reading interests of children are difficult to control. The best we can do is to offer a wide range of good reading, adapted in general to the age and sex of the child, and let him choose what he will. If he concentrates too much on one field, his attention may be directed to other types of books. However, provided the child is exposed only to good literature there need be no worry if some books are persistently ignored or rejected. In the intellectual, emotional and spiritual needs of any child there are mysteries which parents,

teachers and psychologist combined are powerless fully to comprehend. As in the case of dietetics, there is a point where our incomplete science may well afford to give place to the dictates of instinctive preference. Only so far may science go, and no farther.

CHAPTER VII

DIFFERENCES IN MENTAL ABILITY

SOME very valuable information regarding the influence of intelligence upon the reading interests of children was made possible for this study because of its connection with the Stanford research on gifted children. Under the direction of one of the writers six field assistants spent an entire year sifting the schools of the larger cities of California in the search for children of very superior intelligence. A school population of nearly a quarter of a million was covered. As a result of the search, which was carried on by means of mental tests, approximately a thousand children were located who met the standard of brightness which had been laid down. No children were included in the gifted group whose intelligence quotient as measured by the Stanford-Binet intelligence test was below 135. This means that the mental age of those selected for study was in all cases at least 35 per cent above the actual life age, a standard which is attained by not more than four or five children in a thousand taken at random. In many cases the mental age was from 60 to 80 per cent above actual age.

Along with many other kinds of data, extensive information was collected regarding the reading habits of these children. In order to learn how such children

differ from children in general it was of course necessary to secure similar data for a control group composed of unselected children. For this purpose more than a thousand children were used. An "unselected" control group was guaranteed by taking all the children in every school room included in the study.

When the data were summarized it was found that the differences in the reading interests of the gifted and control groups were very great with respect to number of books read and the age at which they were read. With regard to quality and type the differences were somewhat less extreme but were nevertheless very significant. A brief consideration of some of the more important differences will prove instructive.

Let us consider, first, differences in amount of reading. One obvious source of information on this point was the school. The teacher of each child in both the gifted and control groups was asked to answer the following question: "As compared with the average child of the same age, does this child read (1) very much, (2) more than average, (3) an average amount, (4) less than average, or (5) very little?"

A check mark or an underscore was all that was necessary to answer the question, and the teachers in all cases gave the heartiest coöperation. It cannot be assumed, of course, that the teacher's answer was always accurate. No doubt her knowledge about the child's reading was often incomplete, and the judgment called for must therefore be regarded merely as an estimate. When we are dealing with large groups, however, estimates of this kind can be depended upon to show general trends with a good deal of accuracy.

According to these estimates, not a single child of the gifted group was rated as reading less than the average amount for children in general. Taking different ages separately, from 74 to 93 per cent of the gifted group were rated as reading more than the average child. The figures for gifted and control groups are as follows:

READING ESTIMATES FOR GIFTED AND CONTROL GROUPS

Per Cent Reading More Than Average			Per Cent Reading Less Than Average		
Age	Gifted, per cent	Control, per cent	Age	Gifted, per cent	Control, per cent
8	79	30	8	00	23
9	90	43	9	00	18
10	91	34	10	00	17
11	91	31	11	00	20
12	88	40	12	00	28
13	79	21	13	00	26
14	88	38	14	00	22

The validity of these estimates is borne out by the more accurate data based upon day by day records which the children of both groups made of the books they actually read during a period of two months. Each child was supplied with an attractive 32-page booklet, three by five inches in size, with space on each page for record of one book. A sample page is here reproduced.

Title of book.....
 Name of author.....
 Date when you finished it, if you did finish it: Month..Day..
 If you did not finish it, tell why.....

Below, make a cross before the statement that tells how well you liked it.

(Give your real opinion, no matter what others think about the book.)

....."One of the best I ever read."

....."Liked it very well—better than most books."

....."Liked it fairly well."

....."Did not care much for it."

....."Did not like it at all."

Had you ever read this book before?

How many times before this time?

Do you think you will want to read it again?

WHY YOU ARE ASKED TO KEEP THIS RECORD

I wish to find out what books children of each age like best, and in order to get the facts I am asking several hundred boys and girls to help me by keeping a record in this notebook of all the books they read during a period of *two months*.

When the notebooks have been returned to me I shall then be able to prepare and publish a "*List of Best-Liked Books*," which will be of great help to parents and teachers in selecting the books children of each age really enjoy most. By keeping this record you will therefore be doing something that will help to make the lives of thousands of children happier.

HOW TO KEEP THE RECORD

1. For *two months* make a record of *all* the books you read, but do *not* include your regular school textbooks or books that some one else read to you.

2. While keeping the record, you should read just your usual amount. Do not make a special effort to turn in a long list. For the present purpose it does not matter whether you read many or few.

3. Make your record for each book on the day you finish

reading it. Do not wait till the end of the week or the end of the month, for you might not then be able to remember all.

4. Make your records neat and answer all the questions about each book.

While we cannot vouch for the entire accuracy of every individual record, we are convinced that the little friends who coöperated with us so helpfully in our study have on the whole performed their task conscientiously. The danger most feared was that the children would succumb to the temptation to make a good showing by reading more books and books of better quality than they would otherwise have read. This fear, however, seems to have been ungrounded. In scores of cases the returned booklets were accompanied by a letter from the parent stating either that the child had read less than his usual amount or that the books he had read were not up to his usual standard. All in all, we believe that the results from this part of our study are as reliable as data of this kind could well be.

The average number of books read by the children of each group over the entire period of two months was as follows:

AVERAGE READING FOR TWO MONTHS BY GROUPS

Age	Gifted Group	Control Group
6 and 7	10.2	0
8 and 9	13.7	3
10 and 11	15.	4
12 and 13	14.6	6
14 and 15		5

Dividing each figure by two gives the average number of books read per month. We have thrown together ages 6 and 7, 8 and 9, 10 and 11, 12 and 13, and 14 and 15, in order to increase the number of cases in the various age groups and thus improve the reliability of the averages. The absence of an average for ages 14 and 15 of the gifted group is explained by the fact that the brightest children of these ages have almost invariably reached the high school, while our search for such cases was confined almost entirely to the grades below the high school.

The net results from this part of our study may be summarized by the statement that exceptionally bright children read on an average three or four times as many books as children of average intelligence read. It is probable also that the books they read have a somewhat greater average length, but we have made no computations to ascertain whether such is the case. It is at any rate evident that the standard of normality for amount of reading is very different for bright and average children. The former may be expected to read six or eight books per month as compared with two or three for the latter.

The question may be raised whether our "gifted" children read more because they are bright, or whether they are bright because they have read more. Although no one would claim that much reading has no effect whatever on mental test scores, we can say with a good deal of assurance that brightness is far more cause than effect. If this were not the case, extremely high intelligence scores would be much less common among children of four or five years, who, as a rule, have not yet learned

to read, than among children of school age. Such, however, is not the case. As a matter of fact, the mental tests by which the intelligence of our gifted children was rated make but slight demands upon the kind of information which children get from their general reading. They are for the most part tests of such traits as discrimination, memory, observation, judgment, reasoning, common sense, resourcefulness, ingenuity and mental control. Some of our children who ranked highest in the mental test had not yet learned to read.

In addition to the information that was furnished by teachers and children with regard to amount of reading, reports were also obtained from the home. Unfortunately, however, it was not found possible to obtain these from the parents of our unselected children. The question asked called for a tabulated estimate by the parent of the usual number of hours per week which the child had devoted to reading at each age from five up.

According to these estimates the average amount of time per week devoted to reading by these gifted children was, by age and sex, as follows:

AVERAGE READING HOURS PER WEEK OF GIFTED CHILDREN

Age	5 and 6	7 and 8	9 and 10	11 and 12	13 and up
Gifted Boys ..	2.9	7.2	9.6	10.44	12.5
Gifted Girls ..	2.9	6.16	8.29	9.97	12.9

It is seen that the amount of time devoted to reading as estimated by parents, is slightly greater for boys than

for girls. The records kept by the children, however, show that in both gifted and control groups the girls at each age read from 10 to 30 per cent more books than do boys. It is possible that this is accounted for by boys spending relatively more of their reading time upon magazines and other types of material which would not appear in our records as "books read." It is also possible that, as compared with boys, girls tend to read more rapidly, or that they read more books of moderate length.

For both boys and girls the time devoted to reading increases regularly with age, beginning with an average of about a half hour a day with the youngest children and increasing to an average of about two hours a day for the oldest. However, the individual differences in any age group are very great. There are gifted children of 10 years and over who read less than three hours a week, and about as many who read 20 hours a week or over. A few read as much as 30 hours a week. Thirteen of these gifted children were reading as much as 10 hours a week, and eight as much as 20 hours a week, before the age of 5 years!

The reader will probably feel that statements so extreme are hardly credible. In cases where the estimated time seemed almost impossibly high, individual investigation was made. In no case were any indications found which would suggest that the estimate was far wrong. For example, a boy 5 years of age was reported as reading about 25 hours a week. Investigation showed that he was from an exceptionally cultured home, had learned to read at the age of 3, and by the age

of five was reading almost everything he could get his hands on.

There is no trait more characteristic of the gifted child than the ability and desire to learn to read at an early age. Investigation has shown that it is difficult if not impossible for the strictly average child to learn to read much before the age of 6 years. Children in the public schools almost never learn to read well enough before the *mental age* of 7 years to pass into the second grade. Gifted children, however, may attain this mental level as early as 4 or 5 years, with the result that they are able to learn to read two or three years earlier than the strictly average child. Nearly half of our gifted children learned to read before starting to school, in the majority of cases with little or no formal instruction. Twenty per cent learned to read before 5, and 5 per cent before 4. On the other hand, a few of our very gifted were purposely prevented, by their parents, from learning to read before the age of 7. Occasionally the parent attempts this and fails. It is not so easy to discourage some of these young seekers after knowledge!

After all, why should we combat the natural inclination of the gifted child to learn to read early? When desire and ability are both present, we should consider carefully before placing obstacles in the child's way. The child who learns to read at four or five years has one great advantage—he will be able to cover a much larger range of standard literature before reaching the age when school assignments encroach so heavily upon his leisure hours. On the other hand, more is risked

than is likely to be gained by the systematic stimulation of all children to precocious reading. Only a small proportion of children are capable of making much progress in reading before the age of 6, and premature attempts, followed by failure, are likely to breed an unfavorable attitude toward books in general.

General intelligence influences not only the amount of reading, and the age at which reading is learned, but also its quality and range. Comparative study of the two-months reading records of our gifted and control groups shows that the gifted read over a far wider range and that especially they read more non-fiction and informational material. The differences in quality could be seen more clearly in the type of books named as preferences than in the classified lists of books read. On the whole, however, the most striking contrast between gifted and control children is less in the type of books read than in the age at which they were read. A book which is well liked by average children of eleven is likely to be read with enjoyment by the gifted child of 8. This difference appeared perhaps most strikingly of all in connection with the age at which legends, historical tales, and myths were enjoyed.

In the reading records more than ten thousand book-readings were reported by the gifted and control groups combined. The books read were classified into types, and the proportion belonging to each type was computed separately by sex for gifted and control groups. The results are shown in the following table:

PERCENTAGE OF BOOKS READ BY TYPES

	Gifted Boys, per cent	Control Boys, per cent	Gifted Girls, per cent	Control Girls, per cent
Fairy Tales, Folk Tales and Legends	8	5	12	5
Nature and Animal Stories..	9	4	6	6
History, Biography, and Travel	6	3	6	2
Science	4	0.5	1	0.2
Stories of Adventure or Mys- tery (mostly boys' juveniles and series books)	49	63	15	22
Stories of Home and School Life (mostly girls' books)	2	3	31	33
Poetry and Drama	1	0.1	1	0.2
Children's Encyclopedias	1	0.1	1	0.1
Informational Fiction, Includ- ing the Classics	19	11	14	9
Emotional Fiction (the popu- lar novel and love story) ..	1	6	11	19

It will be noted that the above table tells nothing about the relative amount of reading done by gifted as compared with unselected children. It tells merely what proportion of the reading actually done by each group belongs to each type of literature. For example, of the books read by the gifted boys, 8 per cent belong to the class "fairy stories, folk tales and legends," 9 per cent to "nature and animal stories," etc.

Certain differences stand out very clearly. A larger proportion of the books read by gifted boys than of those read by control boys fall in the field of science, history, biography, travel, folk tales, nature, and animal stories, informational fiction, poetry, drama, and ency-

clopedias, a smaller proportion in the fields of emotional fiction and stories of adventure and mystery. Almost exactly the same differences are found between gifted and control girls, except that here the two intellectual groups show about the same degree of preference for nature and animal stories.

The above differences indicate that the reading of the gifted is of a better average quality than that of the control group. Such is undoubtedly the case. They set a standard of excellence which we should encourage all children to approximate as far as possible. We may not entirely succeed in this, but our efforts will have been worth while if they result in any appreciable shift of reading interest from emotional fiction and stories of wild adventure to the fields of history, biography, travel, science, poetry and classical fiction.

We have spoken above of only two groups of children—gifted and average. But it is obvious that a third group should be mentioned—the subnormal children, those who are about as far below the average in intelligence as gifted children are above.

The choice of reading for subnormal children has only become a problem since “opportunity classes” have become common in our school systems. Many states now have these classes, where children who have between 50 and 80 per cent of normal intelligence are placed for special teaching. The children receive more industrial and handwork, and less academic work, than the children in the regular grades. They number about 3 or 4 per cent of the total school population. As a rule, these children read nothing at all outside of their school texts (and they can read but little in them); but

if they are to be encouraged to read, it is obvious that books which are read by average children of their age will not be suitable for them.

To class a child as "subnormal" does not necessarily class him as an idiot or an imbecile. We have the great group of morons, both low and high grade, the borderline cases, and the children who are merely slow or "dull" in comparison with other children. All these are "subnormal," but if they have learned the mechanics of reading at all, and if they have 60 per cent, or more, of normal intelligence, they may be taught to enjoy good books—to derive real pleasure from their reading. There is a great difference, however, between the book suitable for the subnormal child, and the book suitable for the normal child of the same age.

First, the reading of the subnormal child must be commensurate with his mental age. One would hardly give an adult book to the average child of 7 years, nor is it suitable for the older child of 7-year intelligence. It is necessary to keep the type of reading within the bounds of the child's mental grasp. This is as true of textbooks as of stories. The subnormal child can understand just so much and no more. Small wonder that he fails to read the books recommended by the grade teacher as good supplementary reading. Such books may be as far beyond his limited comprehension as Darwin would be beyond the grasp of the average third grade pupil. Failing to understand the books that are recommended to him, he reads nothing at all, not knowing enough of books to be able to choose his own.

Second, the reading of the subnormal child must be limited to one or two simple kinds of literature. The

normal child, if moderately encouraged, extends his reading over a wide field; fairy tales, myths and fables, nature stories, animal tales, and books on radio, electricity, and many other subjects may interest him during the course of a few years. The subnormal child is different. He will not, in his whole lifetime, comprehend a multiplicity of facts. It is well if he become interested in a few. We often hear it said that a certain man does his own job well, but he knows nothing else. The subnormal mind is like that. It may grasp a few things, but variety and complexity bewilder it. The lower a child is in intelligence, the more likely are his reading tastes to be concentrated in one field. Accordingly, the teacher or parent should try to discover an interest the child may have in some subject and should then try to find for him suitable books on that subject. A subnormal child may be kept happy for four or five years with one type of reading alone, such as animal stories or simple nature myths. His is no yearning for a varied reading diet. Instead, in his reading, he derives keen pleasure from finding mention of incidents and scenes that he has read of before. He may be contented through all his life with one simple "literary" interest.

Another point to be remembered is that the subnormal child will seldom read anything without urging. The danger of his forming bad reading habits is practically nil, since, without urging, he will form no reading habits whatever; still he requires considerable attention to his reading to see that his interest is kept up and that books are given to him whenever he is ready for them. Except in rare cases, books must be chosen for

him; he will seldom go to a library and take one out for himself.

Then, too, the subnormal child often requires verbal explanation with his reading. It would irritate a normal child to have some one go over a chapter of a book that he had finished reading, and explain motives and emotions to him. Not so with the subnormal child. He often requires verbal explanation to make even the simplest facts clear. The real beauty of Mark Twain's *Prince and the Pauper*, for example, would be entirely lost on him if situations and motives were not explained in the concrete terms he can understand. He cannot deal in abstractions. He does not reason as the normal individual does. He seldom deduces an unknown fact from the known. This is the great difference between the normal and the subnormal mind—the ability to reason, and to comprehend abstractions and generalizations.

The subnormal child may, then, be taught to enjoy reading if a teacher or parent will, first, discover (or create) in him an interest for one or two specific kinds of reading; second, encourage him to read by giving him suitable books; and, third, talk to him about the books he reads and explain the passages which are not readily understood.

One exceptionally capable teacher of an "opportunity class" has awakened a reading interest in eleven out of her fifteen pupils. One boy in her group is 16 years of age, with a mental age of $10\frac{1}{2}$ years. His parents are fairly intelligent people, and they had tried, unsuccessfully, to interest the boy in books or magazines. When he first entered the special class, the teacher asked

him what he liked best to do. "I dunno," was the answer expected—and received.

"Do you ever read?" she asked.

"Naw."

"Well, that 's nice. It's better not to read anything than to read poor books. But every one in this room must read at least one book a month,¹ so you try to think of something you would like to read about. Some one thing, such as automobiles, or trees, or animals, or anything that you are really interested in."

The boy thought a long while, for thought comes hard to a 70 per cent mind. At last he said, "I ain't interested in nothin' special—only baseball. I used to like to look at the stars at night, but I ain't interested in 'em any more."

"Baseball and stars! Well, those are two pretty good things to be interested in."

The next day the boy was given a simple book on stars—one that a 10½ year mind could comprehend. When he had finished it, he was given a baseball story that told of some children who had formed a baseball team of their own. But, strangely enough, he was not as interested in the baseball as in the stars, so the teacher read with him the simplest books she could find on astronomy. Unfortunately, there are few written that the boy could read by himself without constant ex-

¹ This was a room of older children from 14 years on, chronologically. School systems which have three or more special classes often grade the children according to chronological age, "graduating" them from one room to the other, and having the older children in the high-school building. This keeps up the children's self-respect, as they "go to high school" with the others. Then, too, they have the opportunity of taking manual training, physical training, and domestic science with the regular classes.

planations; but this boy read Collins' *The Boy Astronomer* through, even if he may not have got out of it all that Mr. Collins put into it.

A second child in this group is a girl of 15 years, with an intelligence level of 11 years. The teacher found that this girl liked to take long walks, and by accompanying her a few times and discussing natural objects with her, she awakened the girl's interest in nature myths and stories.

A third child owns a dog, so he was given dog stories—*Moufflou* and similar tales. He was greatly interested in *The Call of the Wild*, which the teacher read to the whole room at the time the motion picture was being shown at a local theater.

In this way, she has interested nearly the whole class in reading, and although they may never gain a great amount of knowledge from their reading, they have one more interest and they may eventually reap more from it than might at first be expected.

At any rate, Opportunity Room teachers are proving, and have proved, that subnormal children may be interested in books and that through their reading their interests may be broadened and their lives appreciably enriched.

CHAPTER VIII

SEX DIFFERENCES IN READING INTEREST

IN the reading of very young children sex differences are not great. The little girl of 6 or 7 enjoys the same type of story as the boy of the same age. It is possible that there may be a slight difference in picture preferences, the boy showing somewhat greater liking for pictures of such things as airships or trains, the girl preferring pictures of people and small animals. But this difference, if it exists at all, is not particularly noticeable.

By 9, sex differences in reading interests are more in evidence. At this time the boy begins to turn from fairy tales and fantastic stories to books of a more realistic nature, while the girl still clings to the more imaginative story. By the age of 10 the divergence is very marked and the breach continues to widen up to adult life, when a certain amount of *rapprochement* takes place.

At every age girls read more than boys. This is probably accounted for by our conventions which limit so severely the recreational activity of girls. The boy, with his outdoor games and sports, has less time for reading than his more restricted sisters.

Girls show more homogeneity in reading taste than

do boys. A book that is popular among one group of girls is almost certain to be popular among any other group. Boys scatter their reading over a wider range and include a greater variety of books among their preferences. For example, *Little Women* is universally popular among girls, but we find no one book that has so wide a distribution among boys. The most popular book for boys, Stevenson's *Treasure Island*, was chosen by only 4 per cent of the boys who gave their book preference in this study. The boy is more subject to "spells" of interest. One month he will read nothing but books on electricity, the next month nothing but lives of inventors, while a month later he may be deeply immersed in detective stories. Girls, too, have periods of specialized reading, but, as a rule, their reading interests are appreciably more uniform than those of boys.

This difference in range of reading was strikingly brought out by two separate parts of this study. First, a group of about 100 graduate students at Stanford University (equally divided between the sexes) were asked to name the ten books read in childhood that could be recalled most easily. In order that they might not have time to give much thought to the qualitative differences among the books recalled, they were allowed only 15 minutes in which to make out the list. Of the women, an even 50 per cent listed *Little Women*; 36 per cent, the *Little Colonel* books; 30 per cent, *Robinson Crusoe*; and 25 per cent, *Black Beauty*. There were very few books which received only one or two choices; most of the books listed were named by as many as 5 or 10 per cent of the women questioned. The men's

lists, however, showed far greater variety. *Robinson Crusoe*, which appeared the most often, was mentioned by only 13 per cent of the men. *Treasure Island* came next with 12 per cent; and *The Last of the Mohicans*, which came third, was only mentioned by 8 per cent. In other words, the men's choices were scattered, indicating a wider range of interests and more individualized tastes.

The second part of the study that brought out this same fact had to do with the school children's records of books read more than once. On the reading record booklets which were kept by nearly two thousand school children (including both the unselected and the gifted groups) one of the questions asked regarding each book they had read during the two months studied was, "Had you ever read this book before?" The results were significant. Thirty per cent of the books read by girls were listed as re-readings, as compared with 18 per cent of those read by the boys. Moreover, the girls had often read the same book six or eight times, the boys seldom more than twice.

Our study also shows very specific sex differences in direction of reading interests. Girls care more for fairy tales, poetry, and sentimental fiction than do boys. When romance enters into the boy's book, it must be so intermingled with action that the sentiment is not too obtrusive. The boy of 12 does not particularly object if his hero has the winning of a maid as his objective, provided the winning is accomplished only after devious journeys and adventures. In fiction, boys always demand plenty of adventure and vigorous action. A little rivalry and a touch of mystery make the book a "whiz."

Physical combat also has its appeal, and accounts of physical prowess, whether on the football field or on a pirate schooner, meet with hearty approval.

The great field of girls' reading is the story of home or school life. The human interest is so uppermost in a girl's nature that nothing seems to interest her more than the everyday life of a happy, loving family, or a group of congenial, interesting girls. It is to this human interest of girls that *Little Women* owes its extraordinary popularity; it appeals to the strongest element in the girl's nature—the interest in people and in the little daily happenings that go to make up group life.

Animal stories are enjoyed by both boys and girls, but, as a rule, girls prefer stories of animal pets while boys prefer stories of wild animals. We find, for example, that *Beautiful Joe* is enjoyed by girls, but is seldom read by boys. *Hunting Big Game in Africa*, on the other hand, is read by boys and not by girls. G. Stanley Hall suggests that this difference may be the result of atavistic tendencies, for "men were huntsmen of old, while primitive women domesticated nearly all the animals that serve man."

Boys read much more non-fiction than do girls. They read more science, slightly more history, and far more encyclopedia material. The field of applied physics—electricity, mechanics, and radio—is almost exclusively a boys' field.

Just how much these sex differences in reading interests depend upon innate endowment, and how much upon the subtle effects of social ideals and training, it is impossible to say. It is the tradition of our race that men should be interested in machinery, in industries,

and in science, while women must keep the wheels of home-life oiled and running. The girl experiences the effect of this tradition from her earliest years, and it would be surprising if such long-continued and pervading suggestion did not leave its mark on her reading interests.

It is worthy of note, however, that although boys show practically no interest in girls' books, girls show a most decided interest in boys' books. Girls read with interest *Treasure Island*, *The Call of the Wild*, and other popularly accepted boys' books. They read the Boy Scout books and other boy adventure series. Few boys, however, read *Little Women* or *Rebecca of Sunnybrook Farm*, and they rarely open a girls' story of school life. From the reading records of our children it was found that 18 per cent of the girls' reading was in the field of boys' books, but only 2 per cent of the boys' reading was the human interest story of home or school life that girls so much enjoy. These and other interesting facts are brought out in the table on page 73, which shows the classification, for the sexes separately, of all the books read during two months.

These figures reveal three outstanding contrasts. (1) Of the books read by boys, 56 per cent were stories of adventure or mystery, while only 18 per cent of those read by girls belonged to this category. (2) Thirty-two per cent of the books read by girls, and only $21\frac{1}{2}$ per cent of those read by boys, were stories of home and school life. (3) Sixteen per cent of the books read by girls and only $31\frac{1}{2}$ per cent of those read by boys were classifiable as emotional fiction.

These facts are instructive and significant. The

PERCENTAGE OF BOOKS READ BY GROUPS

	Boys, per cent	Girls, per cent
Fairy Tales, Folk Tales, and Legends	7	10
Nature and Animal Stories	7	6
History, Biography, and Travel	5	4
Science	3	1
Stories of Adventure or Mystery (mostly boys' juveniles and series books)	56	18
Stories of Home and School Life (mostly girls' books)	2.5	32
Poetry and Drama4	1
Children's Encyclopedias5	.4
Informational Fiction, Including the Classics	15	11
Emotional Fiction (the popular novel and love story)	3.5	16

figures also show a noticeable tendency for boys to prefer books of science and informational fiction to a greater extent than do girls.

In another division of our study, 1,827 school children of grades one to eight were asked to list the four or five books that they had most enjoyed reading during the last year. The children included two groups: about 1,200 unselected children in three small California cities, and a gifted group of something more than 600. Since much the same sex differences appeared among the gifted children as among the unselected, the two groups have here been combined. The 20 books that appeared most frequently in the preferences of each sex are listed below in rank order. Books appearing in both lists are designated by a star.

THE TWENTY BOOKS MOST LIKED BY BOYS

* 1.	<i>Treasure Island</i>	Stevenson
* 2.	<i>Call of the Wild</i>	Jack London
3.	<i>Tom Sawyer</i>	Mark Twain
4.	<i>Robinson Crusoe</i>	Defoe
5.	<i>Three Musketeers</i>	Dumas
* 6.	<i>Ivanhoe</i>	Scott
7.	<i>Huckleberry Finn</i>	Mark Twain
8.	<i>Penrod</i>	Tarkington
9.	<i>Sherlock Holmes</i>	Conan Doyle
10.	<i>Kidnapped</i>	Stevenson
11.	<i>Black Beauty</i>	Sewall
12.	<i>Swiss Family Robinson</i>	Wyss
13.	<i>Connecticut Yankee</i>	Mark Twain
* 14.	<i>Tale of Two Cities</i>	Dickens
15.	<i>Count of Monte Cristo</i>	Dumas
16.	<i>Penrod and Sam</i>	Tarkington
17.	<i>White Fang</i>	Jack London
18.	<i>Last of the Mohicans</i>	Cooper
19.	<i>Jungle Books</i>	Kipling
20.	<i>Oliver Twist</i>	Dickens

THE TWENTY BOOKS MOST LIKED BY GIRLS

1.	<i>Little Women</i>	Alcott
2.	<i>Anne of Green Gables</i>	Montgomery
* 3.	<i>Ivanhoe</i>	Scott
4.	<i>Little Men</i>	Alcott
* 5.	<i>Treasure Island</i>	Stevenson
6.	<i>Laddie</i>	Porter, G. S.
7.	<i>Three Musketeers</i>	Dumas
8.	<i>Alice in Wonderland</i>	Carroll
9.	<i>Heidi</i>	Spyri
10.	<i>Pollyanna</i>	Porter, E.
11.	<i>Secret Garden</i>	Burnett
12.	<i>Rebecca of Sunnybrook Farm</i>	Wiggin
13.	<i>David Copperfield</i>	Dickens
14.	<i>Little Lord Fauntleroy</i>	Burnett
* 15.	<i>Call of the Wild</i>	Jack London
16.	<i>Eight Cousins</i>	Alcott
17.	<i>Freckles</i>	Porter, G. S.
18.	<i>Little Minister</i>	Barrie
* 19.	<i>Tale of Two Cities</i>	Dickens
20.	<i>Uncle Tom's Cabin</i>	Stowe

Series books could not be included in the above lists, since they were usually mentioned as a series rather than as individual books, but when they were treated separately it was found that for girls the Oz books were the most popular series, with the Little Colonel books coming next. For boys, the *Book of Knowledge* showed a surprising lead, with the Oz books second.

Some of the interesting facts brought out by the above table are the following:

1. With the exception of the *Book of Knowledge*, all of the most liked books are fiction. This is partly explained by the fact that the non-fiction reading covered such a wide range that agreement of choice occurred but seldom; nevertheless, even if liberal allowance is made for this factor, it appears that fiction still holds first place in the reading preferences of both boys and girls.

2. In the type of fiction preferred, striking sex differences are seen. These are in agreement with the findings already set forth; the boys prefer stories of adventure and mystery, while the girls prefer stories of home and school life.

3. Only four titles appear in both lists; in other words, the lists are mutually exclusive to the extent of 80 per cent.

4. That the lists overlap at all is due almost entirely to the fact that girls frequently read boys' books. Distinctly girls' books are rarely read by boys. The four titles appearing in both lists are *Treasure Island*, *Call of the Wild*, *Ivanhoe*, and *Tale of Two Cities*.

Mention has already been made of the difference between boys and girls in the extent to which reading

preferences are concentrated upon a few books. The tendency of boys is to scatter their choice over a wide range, while the reading interests of girls show greater homogeneity. Expressed in another way, the tendency to have a preference at all is more characteristic of girls than of boys.

CHAPTER IX

THE UNDESIRABLE BOOK

UNDESIRABLE books for children fall into two classes: (1) books that are merely worthless; and (2) books that are directly harmful.

Books that are worthless, both from a literary and from an educational point of view, form a large part of children's reading to-day. The worthless book is the book that leaves the child with nothing gained either in information, inspiration, or literary appreciation. It gives nothing of value because there is nothing of value in it, although it may carry a strong momentary appeal because of its element of story, sentiment, mystery, or adventure.

This is an age of easy and lucrative authorship. The reading public is steadily increasing, and books for children are in demand. To-day, any one who has a facile pen and a vivid imagination, may, if he wishes, turn his attention to the writing of "juveniles" and turn out series books by the dozen that will be read. Some of these prolific writers put out twenty or more stories all woven around the impossible, unreal adventures of a single character or group of characters. Boys' juveniles of this type are usually stories of impossible adventure, pseudo-heroism, athletic prowess, or unreal school life. They are written with no regard for literary style, and

practically isolate themselves from associates and live in a world formed almost entirely of fictional characters. They may have one girl chum, but they avoid the group and have no group interests. Parents should be alert to such tendencies and should encourage their girls to cultivate objective interests and to seek normal companionships.

Twenty-seven per cent of the unselected group of school children who kept reading records for this study reported no reading at all except series books of the juvenile adventure or school-life type; and of the total number of books read by these children, approximately 35 per cent, or over one-third, were easily classifiable as undesirable.

One reason why these juveniles have such wide circulation is that they are cheap. If *Joe's Luck* cost as much as Van Loon's *History of Mankind*, fewer people would buy *Joe's Luck*. During the Christmas and holiday seasons the book stores, especially the book sections of department stores, are crowded with adults buying gift books for children. They generally ask for "something interesting and not too expensive." If a boy's book is wanted, the average salesman, who understands popular demand very well but the educational aspects of children's reading not at all, will probably produce something like *The Boy Foresters on Squam Lake*. On the cover will be a violently colored picture of a group of boys in deadly combat with an enormous grizzly. "Now we have here," the salesman will say, "some special books at 49 cents. Just the thing for a boy. Adventure from cover to cover. This series is the most popular one we carry. We have sold 500 copies in the last

month." Usually the customer buys the book—because it is popular and because it is cheap.

The ultimate expense of such books, however, cannot be figured in terms of dollars and cents. There must be added to the reckoning the wasted hours, a perverted reading taste, a false sense of reality, and a direct loss in education, for the child has consumed to no purpose the leisure which might have been devoted to books of positive educational value.

But the writers of impossible adventure stories and sentimental girls' books are not the only authors whose work may be put in the class of "worthless literature." There are, in addition, the historians who write history so inaccurately that no one can separate the kernel of truth from the mass of fiction; the biographers who fill gaps in their knowledge with stories of incidents that never occurred; the "children's poets," who sacrifice all poetical feeling in their attempts to "tell a story"; and, last but not least, the nature fakers who write of so many things that nature never knew.

Books that are directly harmful make up, fortunately, only a small percentage of children's reading. Books so immoral or vicious that they are likely to encourage downright criminal tendencies are not in as wide circulation as is commonly believed. For the boy, the harmful book ordinarily takes one of two forms: it may present vice and criminals in such an attractive way as to blunt the sense of moral discrimination, or it may recount sensational or melodramatic incidents in such a way that the reader is directly incited to unlawful or seriously unwise action.

Although the flagrantly immoral or vicious books get

into the hands of only a small percentage of children, as long as any of these books are in circulation the campaign for their destruction should not be abated. The large majority of our criminals become criminals during adolescence. The crime problem is in reality a boy problem, and our prisons have rightly been called "monuments to neglected youth." Even if crime be largely a result of mental peculiarities or abnormalities inherent in the individual, all children should nevertheless be safeguarded against the vicious book in order that the occasional child who has delinquent tendencies may be saved. For the welfare of society, books that are overcharged with material of danger to the imagination of the young ought to be suppressed. In some of our libraries, books that are considered to be harmful are taken from the regular shelves and put by themselves, but the treatment deserved by many a book of this type is cremation rather than segregation.

For girls, the directly harmful book is usually the immoral or the over-romantic love story that suggests unhealthful and morbid ideas. The girl does not, as a rule, possess as adventurous or as lawless tendencies as the boy, and the type of book that glorifies crime has usually little effect upon her; but the book of suggestive tone or that depicts vice thinly veiled may in the long run do her as much harm as the lawless book does the boy.

The mental life of the imaginative adolescent girl is woven largely of fantastic materials gleaned from her reading. So real to her are the characters of fiction that the appeal of the human interest in stories can sway her in almost any direction. She thinks in terms of

individuals, not, like boys, in terms of things and events. Moreover, she has not the boy's outlet in dramatic action. Girls do not organize into "gangs," and put their dreams into real action. Because of her tendency to live in a world of fancy, and to imbue everything with a tinge of sentimental romance, the adolescent girl falls easy prey to the immoral book. Its suggestions take easy root in her vivid imagination. The age of puberty is at best a difficult period in the mental life of the girl, and if at this time she is exposed to suggestions that are unhealthful, her whole life may be affected. When parents notice that a girl is constantly indoors reading a trivial novel, they should encourage her to get out of doors and to join in some healthful sport. There is nothing like vigorous activity for exorcising sentimental fancies. The old idea that physical exercise is unlady-like should be discouraged. Girls need more freedom for play and for physical development. The "tomboy" of this age who, free from any trace of self-consciousness, plays volley-ball, basket-ball, and tennis, hikes and swims, and generally gives a normal outlet to her energies, is the type of girl whom parents need least to worry about. She is too busy to let her mind become a breeding-place for the unwholesome fancies that the dreaming, novel-consuming type of girl may be a prey to. This does not mean that girls should be discouraged from reading, but merely that they should be diverted from the sentimental type of literature that teaches nothing but false standards of life.

When once any child has formed a taste for fiction that is melodramatic, sentimental, or sensational, there is but one possible cure—and that is to divert the in-

terest into another channel. There should be put before him, given to him, and suggested to him, the best literature in sufficient variety for him to find something of interest. His natural tastes and aptitudes should be considered, and books should be suggested that will appeal to some special hobby. In this way, books on minerals and rocks, realistic nature stories, and animal tales may take the place of the adventure juveniles. Tactless and arbitrary insistence on what the child shall or shall not read is of little avail. Only strategy and patience will win the day. Once the child has been definitely started in the right direction, he will gradually learn by himself to distinguish the genuine from the spurious, the real from the fantastic, and the inspirational from the mock-heroic.

CHAPTER X

THE DESIRABLE BOOK

General Desirability.—The desirable book for children's reading should achieve one or more of the following aims:

(1) It should inculcate worthy ideals of conduct and achievement which can actually motivate the child's life. It is necessary to make a sharp distinction here between the type of book which leads to dreams of impossible accomplishments and that which stimulates the formation of ideals that may be realized. (2) It should serve to cultivate an appreciation of the beautiful. (3) It should add to the child's fund of desirable knowledge. (4) It should arouse a desire for further reading of good literature.

It goes without saying that a book need not be informational or instructive to be desirable for children's reading. The book that deals with facts, that has the direct impartation of knowledge as its aim, is, of course, to be highly recommended; but this is only one field of literature. The book that is capable of fostering an appreciation of the beautiful has a no less important place in children's literature. There is a certain element we seek in books which we term "high literary quality." This is an indefinable, unanalyzable element that distinguishes the great book from the book which is medi-

ocre. Van Dyke achieved it in *The Other Wise Man*, Ruskin in *The King of the Golden River*, and Mark Twain in *The Prince and the Pauper*. The writer whose work shows this quality of high literary merit must possess an inherent sense of beauty, an ability to paint striking word pictures, and a liberality of ideas which prevents him from ever descending into the commonplace. This is the quality that makes a book live, as much in the field of children's literature as in that of the adult. The stories of Hans Christian Andersen, Perrault, Howard Pyle, and John Bennett are all children's literature, but they are real literature none the less. Books that are as charming in thought and as beautiful in style as these have no need of informational content. A child should read for entertainment as well as for instruction, and his own natural love for "just a story" should never be disregarded. It is an unfortunate child, indeed, who is cheated of his heritage of the literature of traditional fairy tales and whimsical, fantastic stories.

Formerly, the two types of literature, the narrative and the technical, were quite distinct. The style of writing was different, the appeal was to a widely different class of readers, and no attempt was made to mix the types. In modern children's literature, however, these two types are occasionally blended, and factual information is given in the interesting, narrative style that children can enjoy. The reason this type of writing has developed so slowly, and is found but seldom even now, is that few scientists and scholars possess the gift of a fine prose style. Fabre, John Burroughs, W. H. Hudson, Vernon Kellogg, Eva March Tappan, Hendrik

Van Loon, and a few others show this rare combination of scholarship and literary ability, but the entire group is very small compared to the great number of writers in other fields. If more of our astronomers, physicians, chemists, biologists, and geologists could and would put their knowledge into the simple narrative form that children demand, the poverty of our informational literature would end. But the old conception that to write a book for children is somehow to lower one's dignity, seems still to be held by many of our foremost scholars.

Children undoubtedly do demand a narrative form of writing. They may possibly be prevailed upon to read *A Scientific Study of the Natural Habitat of the American Bear*, but they will sit up all night to finish *The Biography of a Grizzly*. The vocabulary, phraseology, and ideas of the child's book must be within the realm of his own experience. When this condition is met the child is willing to delve deeply into the mysteries of nature, the chronicles of empires, or the geography of foreign lands.

General Attractiveness.—Any librarian or dealer in children's books realizes the importance of attractive make-up. Many a fine old classic is never sold or read when it is obtainable only in a poorly bound and poorly printed edition; but when the same book is republished in an attractive binding, with beautiful type and good paper, its circulation may increase many times. If textbooks were published in as prepossessing editions as some of the modern novels, children would not be so loath to read them.

Type.—The size of type is one of the most important considerations having to do with the make-up of books.

A child's book should never be printed in type smaller than ten-point, but the ten-point of many type faces is altogether too small for children's reading. The type of this page, which happens to be twelve-point of a rather condensed face, may be taken as the minimum size for readers of 9 to 12. For young children, it should be still larger, but it should not be so large that the child's eye movements will need to be slower than his rate of comprehension. In recent years some of the publishers of books for young children have, in trying to correct the fault of the very small type, swung to the opposite extreme and printed their primers in so large a type that the eyes are compelled to make an excessive number of movements and fixations in order to cover a given number of words. As a result, the grasp of sentence meaning is retarded. The difficulty is the same as that which we have all experienced in trying to read at close range a billboard that was intended to be read from a distance. The letters are so large that our eye movements are slower than our normal rate of comprehension. If we would have children learn to read quickly and without loss of effort, we should see that their books are printed in type neither too large nor too small.

The dangers from small type are greater than those from large type. The National Committee for the Prevention of Blindness recently sent a communication to all the printers, school boards, and libraries in the country, warning them that the extensive use of small type was becoming a serious factor in the production of eye fatigue and in the impairment of vision among children. Many of our history and geography texts have been

printed largely in six-point or eight-point type, which is decidedly too small for children to read without injury to the eyes. School boards should refuse to consider the adoption of textbooks or books for supplementary reading having this defect. Parents should be no less on their guard against the evils of small type in books for general reading.

Length.—Another item well worth considering in the selection of children's books is the length. Other things being equal, children prefer the book that may be read through in a comparatively short time. For the younger children, the lines should not be too close together or more than four inches in length. The animal adventure books of Thornton Burgess, for example, probably owe a great deal of their popularity to their brevity, and one reason why Mark Twain's *Roughing It* is not more popular is that it is just a bit too long. Children tire of a book that takes too much time. In their hurry to finish it and go on to something else, they are likely to skip or to form the habit of superficial reading. Several boys who gave *Roughing It* as their favorite book, confessed that they did not read "quite all in the middle."

Of course there is another side to this question of length. A book for children should not be merely a bound pamphlet; it should not be too short. It is a waste of money to buy any considerable number of the tiny nature and animal books that are now being published for young children. They contain so little reading matter that they awaken no desire for re-reading and are cast aside after a half hour's use. A child should come to the end of a book with a desire to re-read it, with a

feeling that there is something more to gain. The book that is only a few pages long is not likely to have this effect.

Illustrations.—The fourth and last point we would emphasize in regard to the form of the child's book has to do with illustrations. Children's books should always be illustrated, and, for young children, colored illustrations are best. This is quite contrary to the theory of certain educational psychologists who contend that the vividness of the child's imagination enables him to construct his own mental pictures of characters and scenes in colors and forms more beautiful than any illustrator could achieve. According to this view, illustrations, and especially colored illustrations, are likely to inhibit the child's spontaneous imagery and so detract from his enjoyment of the story. This theory sounds plausible, but is not in accord with facts. Children, especially before the age of ten years, will choose, almost without exception, the book with colored illustrations and preferably crude and elementary colors, with a huge degree of saturation and brightness. As the child grows older, he learns to like the softer tints and tones. Instead of depriving the child's imagination of its proper task the printed picture serves rather as a stimulus and frame-work for brighter fancies. All children like pictures, and the younger the child the more he depends upon them for his information and enjoyment.

Unfortunately, the presence of numerous colored illustrations entails an additional expense which many parents cannot afford. It is, of course, infinitely better for the child to have books with only a few pen drawings than to have no books at all. But when expense is

not a question, look to the illustrations in buying children's books. See that they are plentiful, well-drawn, and true to life in form and color.

These four points regarding the form of the book—general attractiveness, type, length and illustrations—should be considered in selecting all children's libraries, whether for the school or for the home. But it hardly needs to be said that far more important than the form is the content. It is necessary to be on one's guard against the book that is charming in appearance but lacking in all other qualities that would make it worth buying. The best as well as the simplest method of selection is to make use of reputable annotated lists of children's readings. The parent or teacher should be able to find suitable titles in such lists for children of any age or of any interest type.

In selecting the child's library one will do well to disregard a majority of the series books and not to give too much consideration to the popular juveniles. There are on the market to-day enough books by reputable authors to make unnecessary the selection of anything questionable, and the parent who is willing to take time to familiarize himself with the names of these authors and with the contents of their books will be rewarded not only in the resulting encouragement of literary appreciation on the part of his children, but in an unexpected harvest of entertainment and enjoyment for himself.

PART II

SUGGESTIONS FOR CHILDREN'S READING

NOTE TO THE READER

Starred Books.—The large number of books given in the following sections may be confusing to a parent or teacher who wishes to make only a limited choice. For that reason, one or more books have been starred (*) in each section as the ones representing the best of the group. The starred books are not always ideal, but the parent or teacher who desires the best will not go far astray if he makes his choice from these books.

Ages for Which Suitable.—After each title is given the age range for which the book is best adapted. This range is usually fairly wide, because children differ so much in the age at which a given book is preferred. In general, the middle of the range given represents the approximate age at which the *average* child is likely to find the book most interesting. Children who are mentally precocious will often find the book attractive at the earlier ages of the indicated range, and mentally retarded children at the later ages.

How to Purchase Books.—The books listed in the following chapters may be purchased through any reliable bookseller. If the local bookseller does not have in stock the particular book desired, he can easily procure it from the publisher. Those who do not find it convenient to go to a bookseller may order direct from the publisher. Both publishers and prices are given for most of the books that are recommended. The addresses of the publishers will be found in Appendix II. When ordering a book from the publisher it is only necessary to state author and title. As publishers' prices are subject to change without notice, it is best not to enclose money with the order, but to request that the book be sent C.O.D. In the case of certain standard books no name of publisher is given. These books are published by many different houses, and the purchaser will wish to buy the edition that he can best afford.

CHAPTER XI

PICTURE BOOKS AND GENERAL LITERATURE

1. *Picture Books*
2. *Collections of Children's Literature*
3. *Fairy Tales, Fables, and Fantastic Stories*
4. *Myths and Legends*
5. *Bible Stories*
6. *General Fiction*

Books for the youngest children must, of course, be picture books. There are to-day several children's illustrators, men and women of considerable artistic talent, who are publishing charming picture books that have a distinct educational value. Most of these books have a few printed words near each picture, and children often learn to read from spelling out these words.

Pictures for children should be true to life in color and form, and should be drawn in broad outline with not too much detail. The child of four and over may be given more detailed pictures, including pictures of trains, airships, automobiles, etc.; but, the child of two or three prefers, as a rule, outline pictures of animals, houses, or children.

The shape of the picture book and the arrangement of the pictures with respect to printed words are also important. For example, the great popularity of the Peter Rabbit Series among very young children is due as much to the way it is printed as to its content. The pictures tell the stories, and the stories explain the pictures so well that the effect upon the child is greatly enhanced.

It is not necessary to give the child a great number of picture books. A few will keep him happy, for he is, after all, very little dependent upon them for his "reading." There is generally some one in the family who will read to him. The things that young children most enjoy hearing read are: (1) nature stories; (2) animal stories; (3) Mother Goose jingles; (4) children's poetry; (5) fairy stories; and (6) stories of children in other lands. Suggestions for books under these six headings will be found in the lists of Nature and Animal Stories, Poetry, Fairy Tales, and Travel. There are a few good compilations of children's stories which do not belong under any of the special headings given. These are listed in Section 2 of this chapter, page 101 and following.

Books marked with a star represent the best in each section

1. PICTURE BOOKS

ADELBORG, OTTILIA

Clean Peter and the Children of Grubbylea 3-7
(Longmans, \$1.50)

A funny picture book teaching the lesson of cleanliness.
Children always like it.

BANNERMAN, HELEN

Little Black Sambo (Stokes, 75 cents) 3-7

A popular story of a funny black boy, told with pictures
and printed words.

BLAISDELL, E. A. and M. F.

Rhymes and Tales for Children (Little, 55 cents) 4-7

A very attractive picture book, showing well-known
Mother Goose characters.

BRAINE, S. E.

Merchant Ships and What They Bring 3-8
(Dutton, \$2.00)

*BROOKE, L. LESLIE

* <i>The Golden Goose Book</i> (Warne, \$3.00)	3-7
<i>The Three Little Pigs</i> (Warne, 75 cents)	3-7
<i>Johnny Crow's Garden</i> (Warne \$1.75)	4-9
<i>Johnny Crow's Party</i> (Warne, \$1.75)	4-9

Four picture books that children always enjoy. The pictures are both in color and in black and white, and they are beautifully done.

BURGESS, GELETT

Goop books (Stokes, \$1.50 to \$2.50)	4-9
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The Goops have come to be national characters since Burgess put out his volumes of "manuals of manners for polite infants." There are now several Goop books, including *Goops and How to Be Them*, and *Goops and How Not to Be Them*. The fantastic drawings and the humor in these books have made them very popular with children.

CALDECOTT, RANDOLPH

Caldecott Picture Books (Warne, 60 cents)	3-8
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This famous illustrator has published several excellent picture books, all of which are popular with young children. *Come Lassies* and *Hey-diddle-diddle* are two that are especially good.

CARRICK, VALLERY

<i>Picture Tales from the Russian</i> (Stokes, \$1.25)	5-10
<i>More Russian Picture Tales</i> (Stokes, \$1.25)	5-10
<i>Still More Russian Picture Tales</i> (Stokes, \$1.25)	5-10

Simple animal stories, chiefly of the exploits of tricky Mr. Fox, with the true folk qualities of repetition, surprise, and ironic humor. Illustrated fully by most comic black and white drawings, which show an appreciation of the effects of expression and pose, subtly rendered. Not too sophisticated for the child, but a compliment to his intelligence.

CRANE, WALTER

<i>Baby's Own Æsop</i> (Warne, \$1.50)	4-8
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This is a charming adaptation of Æsop's Fables to the picture book. Mr. Crane has also had published eight or ten fairy-tale picture books, *Cinderella*, *Bluebeard*, etc.

DEMING, E. W. and T. O.

Red Folk and Wild Folk (Stokes, \$2.75) 4-9

Indian Child Life (Stokes, \$2.75) 4-9

Both of these books contain excellent pictures and interesting text.

DUNLAP, HOPE

Pied Piper of Hamelin (Rand, \$1.50) 4-9

Browning's famous poem as a picture book. Another picture edition of this poem is illustrated by Kate Greenaway.

FALLS, CHARLES B.

A B C Book (Doubleday, \$2.00) 4-7

A splendid vigorous set of wood block posters, one for each letter, made by an accomplished artist for his own daughter; they are not executed to "suit the child," but they will compel his interest by their fine composition and warm color.

FOLKARD, CHARLES

Mother Goose's Nursery Rhymes (Macmillan, \$3.50) 5-9

A light, small book, with several full page color plates and many small black and white drawings of a lively sort; not an "art" edition. The rhymes are a confusion of Mother Goose, English folk poetry, rhymed proverbs, and songs, all in full variants, however. A thorough index of titles and first lines.

FRANCE, ANATOLE

Girls and Boys (Duffield, \$2.50) 4-9

Our Children (Duffield, \$2.50) 4-9

Pictures and stories of children in quaint French villages and farms. The illustrations are made by Boutet de Monvel.

FRANCIS, J. G.

Book of Cheerful Cats and other Animated Animals (Century, \$1.50) 5-9

Absurd pictures and drawings of antic cats and other animals which will appeal to the quick humor of children. The verses and pictures supplement each other perfectly, the joke being in the combination always.

GRANT, GORDON

The Story of the Ship (McLaughlin, \$1.50) 4-9

Colored pictures of the evolution of the ship from the Egyptian galley to the ocean liner of to-day.

GREENAWAY, KATE

Under the Window (Warne, 2.50) 3-7

Marigold Garden (Warne, \$2.50) 3-7

Mother Goose (Warne, \$1.00) 3-7

Kate Greenway's pictures are delicately pretty, but they often appeal more to the adult's choice of what the child should like than to the child himself. The artistic child of twelve will often get more enjoyment from them than the younger child for whom they were intended.

LE FÈVRE, FÉLICITÉ

The Cock, the Mouse, and the Little Red Hen 4-8
(Jacobs, \$1.00)

A delightful story, illustrated by Tony Sarg. Both the story and the pictures have a great appeal for children.

LUCAS, EDWARD V.

Four and Twenty Toilers (McDevitt-Wilson, \$3.00) 4-7

Little verses with illustrations that are very pleasing to younger children.

MONVEL, M. BOUTET DE

Joan of Arc (McKay, \$1.50) 8-11

A severely beautiful pictured story for the child who has passed the nursery stage, but who still enjoys pictures. The story tells of the life and death of Joan of Arc, but the illustrations are the real attraction of the book.

POTTER, BEATRIX

Peter Rabbit Series (Warne, 75 cents) 3-7

This is one of the most popular series of picture books now on the market. They are printed with a line of text on one page and an illustration in bright colors facing it. Children can thus follow the story either through the pictures or through the text. The stories themselves are mildly amusing and very simple.

RACKHAM, ARTHUR

Mother Goose (Century, 3.50)

5-10

A thick volume illustrated in color and in black and white, with the usual eerie fantasy of this illustrator. As a collection of Mother Goose rhymes, the edition may be criticized for confusing folk song and nursery rhyme, and for giving duplicates of many verses while others are presented in incomplete variants. However, this does not detract from the entertainment given by the volume.

SMITH, E. BOYD

Chicken World (Putnam, \$2.50)

4-8

Farm Book (Houghton, \$3.00)

4-8

Seashore Book (Houghton, \$3.00)

4-8

Railroad Book (Houghton, \$3.00)

4-8

The Story of Noah's Ark (Houghton, \$3.00)

4-8

These picture books rank with the best. They are beautifully printed and are charming in every way.

SMITH, JESSIE WILCOX

The Jessie W. Smith Mother Goose (Dodd, \$5.00)

4-8

Full edition of the rhymes, those of the first known edition, with their comic "morals," being grouped at the beginning of the book. Illustrated by occasional sketches, and seventeen full-page plates (many in color) of the popular illustrator's tender and lovely little figures.

WRIGHT, BLANCHE FISHER

Favorite Mother Goose Rhymes (Rand, \$1.25)

5-8

A light thin volume, easy to hold, containing a complete collection of familiar variants of the old rhymes; the book will please little children because the type is large and clear, and there are at least two colored pictures, gracefully executed, on every page, aside from many full-page plates.

2. COLLECTIONS OF CHILDREN'S LITERATURE, AND STORIES
TO READ TO THE YOUNGER CHILDREN

BARNES, WALTER

Types of Children's Literature (World Book, \$2.16)

A collection of different types of reading that have been considered desirable for children. The book is good for use in normal schools or teachers' colleges.

BIGHAM, MADGE A.

Little Folks' Land (Atkinson, \$2.00)

4-7

An exceptionally fine book for use in the kindergarten or first grade, as well as for home reading. Useful facts are taught about food, clothing, birds, plants, etc., and all in such an interesting story form that the children follow each chapter with eager interest. Good for daily bedtime stories.

BRYANT, S. C.

Stories to Tell the Littlest Ones (Houghton, \$1.50)

3-9

Stories to Tell to Children (Houghton, \$1.50)

3-9

Two excellent volumes containing both old and new stories. Illustrated by Willy Pogany.

COOKE, FLORA J.

Nature Myths and Stories (Flanagan, 50 cents)

5-9

Interesting stories collected from many sources.

COUSSENS, PENRHYN

A Child's Book of Stories (Duffield, \$3.50)

4-9

Beautifully illustrated in color by Jessie Wilcox Smith. This is a pleasant book to give the child for his own reading, as soon as he learns to enjoy reading by himself.

CURRY and CLIPPINGER

Children's Literature (Rand-McNally, \$3.50)

This is an excellent collection of children's literature. It was compiled for both parents and teachers, and contains 420 selections from different types of children's stories. It gives, in addition, an extensive bibliography, considerable descriptive material, and some worthy sug-

gestions to teachers. Particularly recommended for normal school use.

DE LA MARE, WALTER, *et al.*

Number Two Joy Street (Appleton, \$2.50) 9-14

A notable collection of stories and verse by some of the most distinguished of the modern writers—A. A. Milne, Laurence Housman, Walter De La Mare, G. K. Chesterton, Hugh Walpole, and others. One of the best collections of its kind.

DODGE, MARY MAPES

A New Baby World (Century, \$2.00) 3-8

Baby Days (Century, \$2.00) 3-8

Poems, stories, and jingles, reprinted from *St. Nicholas Magazine*.

HARPER, WILHELMINA (Editor)

Story Hour Favorites (Century, \$1.75) 3-8

Nineteen well-selected stories for children, compiled for library, home, and school use. The collection includes stories by R. M. Alden, Selma Lagerlof, Collodi, and other well-known writers. An excellent selection in every way.

KLINGENSMITH, ANNIE

Fireside Stories (Flanagan, 60 cents) 3½-8

Just Stories (Flanagan, 60 cents) 3½-8

Fairy tales, animal stories, real-life stories, and nature tales.

MARTIN, JOHN

John Martin's Read-Aloud Book (Dodd, \$2.00) 4-9

An interesting book of stories to read aloud to children who are just passing the Mother Goose age.

MATHIEWS, F. K.

Boy Scouts' Book of Campfire Stories 10-14
(Appleton, \$2.50)

Boy Scouts' Book of Stories (Appleton, \$2.50) 10-14

Two collections of short stories that are especially appealing to boy readers. O. Henry, Mark Twain, Tarkington, Stevenson, Van Dyke, and other well-known

and distinguished writers have been drawn on for selections. For the most part, both books show creditable judgment in their compilation.

McCULLOUGH, ANNIE W.

Little Stories for Little People 4-8
(American Book, 52 cents)

The child of six or seven who is just beginning to enjoy reading will like these stories. The book itself, unfortunately, is rather unattractive.

NORTON, CHARLES E.

Heart of Oak Books (Heath, 68 to 92 cents each) 6-15

A graded series of seven volumes. Book I is for first reader classes, Book II for second, and so on. The books may be purchased separately at a very low price (about 70 cents), and the entire set comprises some of the finest of literary works suitable for children's reading.

OLCOTT, FRANCES J.

Good Stories for Great Holidays (Houghton, \$3.00) 7-14

Book of Elves and Fairies (Houghton, \$3.00) 7-14

Two good collections of stories for reading aloud to children.

PATTEN, WILLIAM (Editor)

Junior Classics (Collier) 8-15

A general collection of children's literature, in eight volumes. A desirable set for the school library.

PUTNAM (Publisher)

Tales for Bedtime (Putnam, \$1.75) 5-14

Stories for all ages; some that the parent may read to the child, and some he may read to himself. The authors whose stories are reprinted include Harriet Beecher Stowe, Jack London, and other well-known and distinguished writers.

The Book of Laughter (Putnam, \$1.50) 5-14

Fifty humorous stories and verses, including the "Hunting of the Snark," the "Adventures of the Peterkin Family," and others.

*SCUDDER, HORACE E.

The Children's Book (Houghton, \$5.00)

6-13

This is one of the best single books for the child to own. It is a collection of the best and most famous stories and poems in the English language.

SKINNER, ADA and ELEANOR

A Little Child's Book of Stories (Duffield, \$3.50)

4-8

A Child's Book of Modern Stories (Duffield, \$3.50)

4-8

These collections contain some of the best of the modern stories for young children. Illustrated by Jessie Wilcox Smith.

TAPPAN, EVA MARCH

The Children's Hour (Houghton, 15 Vols., \$29.00)

7-14

This is one of the most popular of the collections of children's literature. Dr. Tappan has brought together, in the fifteen volumes of this collection, literature that is noteworthy for its high quality, including nature stories, science sketches, folklore, and a wealth of other material.

3. FAIRY TALES, FABLES, AND FANTASTIC STORIES

Fairy stories, folk tales and legends are the traditional reading for children. Many of the tales that are told in our nurseries to-day were told a thousand years ago; perhaps the form was cruder, but the substance was the same. That these stories have lived through centuries is, in itself, reason for continuing their telling. Time has an infallible method of sifting the wheat from the chaff in children's literature. Such stories as "The Three Bears," "The Three Little Pigs," and "Jack and the Beanstalk" have lived because they satisfy the insistent demand of young children for simple, graphic word pictures that will call up pleasing mental imagery.

Modern writers of fairy tales have imitated the old style of telling, and they have often added a special appeal in the form of whimsical and absurd situations that children enjoy. In the lists which follow, fairy tales and fanciful stories, both traditional and modern, are listed together in one section, and

the older legends, myths, and folklore are grouped in a second section. The second group has considerable historical value. Every child should have at least a general knowledge of the legends and folklore that form the background of our present literary culture.

ÆSOP

Æsop's Fables (Macmillan, \$1.75) 6-11

One of the best editions of these old fables is that edited by Joseph Jacobs. This edition contains 82 selected tales. Many of the smaller, less complete editions are good, however, and the picture book selections that give only a few fables, profusely illustrated, are excellent for the younger children.

ALDEN, RAYMOND M.

Why the Chimes Rang and Other Stories 9-12
(Bobbs-Merrill, \$2.50)

The Boy Who Found the King 9-12
(Bobbs-Merrill, \$1.75)

Stories in which a serious moral is veiled by romantic action and clear straightforward style. They have been widely popular ever since publication.

*ANDERSEN, HANS CHRISTIAN

Fairy Tales 8-13

Hans Christian Andersen holds high rank among the writers of children's tales, largely because—without suggesting a definite moral—he tells all he has found out about the pleasures and trials of life, in simple, concrete imagery that a child can appreciate. The child who has never read "The Ugly Duckling," "The Tinder Box," or any of the whimsical, fantastic, wholly delightful stories of this Danish author has missed much.

ANDERSON, R. G.

Seven O'Clock Stories (Putnam, \$2.50) 5-8

Half-Past Seven Stories (Putnam, \$2.50) 5-8

Eight O'Clock Stories (Putnam, \$2.50) 5-8

Simple, wholesome, gay—these stories are arranged in short chapters suitable for bedtime reading. They con-

cern three children living on a farm, their parents, and a lovable hired man called the Toyman, who can tell tales or make toys with equal facility; some of the tales are repeated, and diagrams of some toys given.

Arabian Nights' Entertainment or Thousand and One Nights

8-14

A collection of old oriental stories, from Arabia, India, and Persia. The edition that is translated by E. W. Lane is one of the best, but there are many other attractive editions that the child will enjoy.

BABBITT, ELLEN C.

Jataka Tales (Century, \$1.25)

7-10

More Jataka Tales (Century, \$1.25)

7-10

East Indian legends and fables retold for little children. Some of the tales are part of the sacred Buddhist writings, and this retelling makes of them quite fascinating tales. Both of these books have been chosen by children as "favorite" books.

BAILEY, MARGERY

Seven Peas in the Pod (Little, \$2.25)

7-11

Little Man with One Shoe (Little, \$2.25)

7-11

Each story in these volumes is accompanied by a song suitable to it. The tales are patterned after the old folk and fairy lore collected by the brothers Grimm, and they are told with a sort of zest pleasing to children who like a comic quality to their reading.

BARRIE, JAMES M.

The Little White Bird (Scribner, \$3.00)

13-16

Peter and Wendy (Scribner, \$2.50)

9-13

In *The Little White Bird* occurs the first narrative of the famous Peter Pan's adventures. *Peter and Wendy* shows the hero as he exists in the play "Peter Pan." Both books are written in Barrie's sentimental, gently humorous vein.

BARZINI, LUIGI

The Little Match Man (Penn, \$2.00)

4-9

A popular story, that very young children like to read or have told to them. The little match man is made out

of bent matches and string; he suddenly comes to life, and his remarkable adventures form the story.

BOWEN, WILLIAM

Merrimeg (Macmillan, \$2.00)

8-12

Stories about a little girl who has her days of being good and not being good, but who is *always* merry. In her affairs with housework, stars, elves, fairies, and witches, the actual and the imaginative is gloriously mixed, and the quality of surprise is artfully played upon. The style of these excellent tales is brisk and full of hearty comic spirit. By the same author: *Solario the Tailor*, *The Enchanted Forest*.

BROWN, ABBIE F.

The Lonesomest Doll (Houghton, \$1.25)

7-10

A delightful fairy tale for the younger children.

BROWNE, FRANCES

Granny's Wonderful Chair (Dutton, 80 cents)

7-12

(Illustrated by Howard Pyle, \$3.00)

The adventures of a little girl, Snow Flower, and her magic chair, which could tell marvelous tales of fairyland. This book was written over sixty years ago by a gifted blind poet. It is unique for its graphic word pictures of scenes and characters.

CARROLL, LEWIS, pseud. (CHAS. E. DODGSON)

Alice in Wonderland

8-12

Through the Looking Glass

8-12

It is difficult to say who enjoys these books, most—children or adults. Few comic writers have done anything to equal the grave nonsense, absurd puns, and mock logic of Lewis Carroll, and few writers for children have produced such cheerfully fantastic imaginary happenings. By no means should a child be allowed to forego an acquaintance with Alice.

COLLODI, C.

Pinocchio (Lippincott, \$1.50)

7-12

The story of a wooden marionette who has many wonderful adventures. Translated from the Italian. This book is extremely popular among children of eight or nine years.

COLUM, PADRAIC

The Boy Who Knew What the Birds Said 8-11
(Macmillan, \$1.75)

The Girl Who Sat by the Ashes (Macmillan, \$1.75) 8-11

Children Who Followed the Piper 8-11
(Macmillan, \$1.75)

Peep-Show Man (Macmillan, \$1.00) 8-11

Folklore and legend retold with a true Irish humor and love of action. Padraic Colum is more than a writer; he is an artist with words.

COX, PALMER

Brownies: Their Book (Century, \$1.75) 4-7

This book might be classed under Picture Books, for its chief charm lies in the quaint, funny pictures that delight all little folk. The adventures of the mischievous little brownies, as told by the text and the pictures, are a source of much joy to children.

CRAIK, D. M. (MISS MULOCK, pseud.)

Adventures of a Brownie (Harper, 75 cents) 6-12

The Little Lane Prince (Harper, 75 cents) 6-12

Fairy Book (Harper, \$1.75) 6-12

These three books have held their place in children's literature for over 75 years, and their popularity does not seem to be waning. There is a pathetic, appealing element about the little lame Prince that makes him beloved by every child who reads about him. *The Fairy Book* contains some of the best of the old chap-book tales, "Tom Thumb," "Jack and the Beanstalk," etc.

DICKENS, CHARLES

Christmas Books 10-14

This group of fanciful stories appeals especially to children, though not written for them primarily. The famous *Christmas Carol*, which presents the miser Scrooge, Tiny Tim and his family, the Cratchits, is the most popular.

FAIRSTAR, MRS. (Editor)

Memoirs of a London Doll (Macmillan, \$1.00) 8-12

A reprint of a work originally published in 1852. "Maria Poppet's" comments on the life about her, on the

books read by her mistresses, on their clothes and manners and pleasures, give a humorous and accurate picture of child life in London a century ago.

FRANCE, ANATOLE

Bee: the Princess of the Dwarfs (Dutton, \$3.00) 8-12

This story has become a classic in France, and the English translation by Peter Wright has lost little of the original beauty of style. Anatole France has shown his true greatness by his ability to change from a style of elaborate cynicism, such as he shows in many of his novels, to a simple sweetness and a delicacy of feeling that makes *Bee* a delightful story for children.

Honeybee (Dodd, \$2.00) 6-10

Honeybee spends seven years with the dwarfs, and their king, who loves her, makes her their queen; however, he gives her to the human lover whom she prefers in order that on earth they may "help courage, modesty, and fidelity to blossom as roses, pinks and peonies bloom for good gardeners." A delicate story of great beauty.

GRAHAME, KENNETH

Wind in the Willows (Scribner, \$1.75) 8-12

The adventures of Mr. Toad, Mr. Badger, and other neighbors along the river bank. This book is one of the talking-beast tales, a particularly pleasing one.

GRIFFIS, WILLIAM ELLIOTT

Korean Fairy Tales (Crowell, \$1.60) 8-12

Welsh Fairy Tales (Crowell, \$1.60) 8-12

Swiss Fairy Tales (Crowell, \$1.60) 8-12

Dutch Fairy Tales (Crowell, \$1.60) 8-12

Belgian Fairy Tales (Crowell, \$1.60) 8-12

Japanese Fairy Tales (Crowell, \$1.60) 8-12

These are interesting collections of fairy tales. Dr. Griffis collected his own material in the Far East and in Europe, and the books have, therefore, an originality that many of the modern collections of folklore lack.

GRIMM BROTHERS

Fairy Tales (Jacobs, \$1.75) 7-11

The folklore and fairy tales of the Brothers Grimm stand in a class by themselves. These brothers were

philologists, who, nearly a hundred years ago, collected and classified the folklore that had never been put together before their time. The stories they published were quickly taken over by children, and they now stand, with *Æsop's Fables* and the *Arabian Nights*, as unequaled collections.

HARRIS, JOEL C.

Uncle Remus: His Songs and Sayings 6-11
(Appleton, \$2.00)

One of the best of the Uncle Remus books, containing adventures of the redoubtable Br'er Rabbit and his followers. Illustrated with amusing pictures by A. B. Frost.

HILL, HELEN, and MAXWELL, VIOLET

Charlie and His Kitten, Topsy (Macmillan, \$1.00) 5-8

Vivacious episodes in the life of a very little boy, showing a genuine unsentimentalized love of animals; the style is clear and direct without being "written down to" the child's mind, and the drawings are jolly and simple.

HOUSMAN, LAURENCE

A Doorway in Fairyland (Harcourt, \$2.00) 10-16

Moonshine and Clover (Harcourt, \$2.00) 10-16

Illustrated by the author after the manner of Rossetti, Hunt, and Burne-Jones. These are most beautiful romances for young persons between twelve and sixteen, or indeed for the sensitive mind of any age; they have the fantasy and imagery of fairy tales, but they are more than mere fairy tales. There is in them a delicate and reserved, but sound appreciation of the grave ills and the poignant loveliness of life, shadowed forth with great felicity in figures of subtle strength and graciousness.

JACOBS, JOSEPH

English Fairy tales (Putnam \$1.75) 7-12

Indian Fairy Tales (Putnam, \$1.75) 7-12

Celtic Fairy Tales (Putnam, \$1.75) 7-12

Europa's Fairy Book (Putnam, \$1.75) 7-12

Mr. Jacobs made his collections of fairy tales and folk tales in a scholarly and careful way. The publications

named above combine the wealth of Eastern and Western folk tale with Mr. Jacobs's own quiet humor and knowledge of his subject.

JORDAN, DAVID STARR

The Book of Knight and Barbara 6-10
(Appleton, \$2.00)

Amusing little stories, "corrected and illustrated by the children," and printed in an attractive way.

KINGSLEY, CHARLES

Water Babies (Macmillan, \$1.50) 8-12

A nature fairy tale, that is well liked by children in the fourth or fifth grades. It is printed in many editions, but the one illustrated by Jessie Wilcox Smith seems the most popular with younger children.

KIPLING, RUDYARD

Just So Stories (Doubleday, \$1.90) 7-12

The *Just So Stories* are odd, fantastic little tales. "The Cat That Walked by Himself," "How the Camel Got His Hump," and many others, all told in the animated, spirited style that is peculiarly Kipling's.

Puck of Pook's Hill (Doubleday, \$1.90) 9-14

Puck of Pook's Hill is a series of tales in which a British boy and girl learn intimate, romantic details about the early heroes of England from Puck, the chief of British fairies. Aside from vivifying historic figures with great success, the work contains some of Kipling's most effective poetry. *Rewards and Fairies* is written on the same general theme as *Puck*.

LA FONTAINE, JEAN DE

Fables 6-10

La Fontaine is the author of more than two hundred fables which have been collected, in modern editions, into small groups. One group, called *Talking Beasts*, is edited by Kate Douglas Wiggin; another by Maude Dutton; still another, called *A Hundred Fables*, is illustrated by Billinghamhurst. In whatever edition they come, the fables are always simple, direct and brilliant. They hold a great charm for children. "The Wolf in Sheep's Clothing," and "The Hare and the Tortoise" are among the most popular.

LAGERLÖF, SELMA

The Wonderful Adventures of Nils 7-12
(Doubleday, \$1.75)

The Further Adventures of Nils 7-12
(Doubleday, \$2.00)

Translations from the Swedish. Nils is a little Swedish boy who flies away on the back of a goose and visits many strange and wonderful places.

LA MOTTE-FOUQUÉ, F. DE

Undine (Doubleday, \$3.50) 10-15

The story of a girl who was half fairy and half human. It is a beautiful story with true poetic quality. The edition published by Doubleday is illustrated by Rackham.

LANG, ANDREW

Fairy Books (Longmans, \$1.75 each vol.) 7-12

In Lang's collections of fairy stories (called the *Green Fairy Book*, the *Red Fairy Book*, etc.) he has brought together some of the best tales of many lands. His books are very popular with children about eight or nine years of age. There are a dozen of these fairy books, and other collections of stories of heroes, princes, animals, etc. bring Lang's titles for younger children to more than a score.

MACDONALD, GEORGE

At the Back of the North Wind (McKay, \$2.50) 8-11

The Princess and the Goblin (McKay, \$2.50) 8-11

The Princess and Curdie (McKay, \$2.50) 8-11

Three fanciful tales that children enjoy. *At the Back of the North Wind* is perhaps the most popular, but all three stories have had a wide distribution.

MAETERLINCK, MAURICE

The Blue Bird 9-14

An exquisite symbolic play that has been re-told in story form for children. The Blue Bird is the symbol of happiness, for which the children seek all over the world; and then, when they return home, they find the bird has been there all the time.

MULOCK, MISS, pseud. (See CRAIK, D. M.)

NIXON and ROULET

- Japanese Folk Stories and Fairy Tales* 7-11
(American Book, 56 cents)

Thirty-four folk tales of Japan, each with a full-page illustration by a Japanese artist.

PYLE, HOWARD

- The Garden Behind the Moon* (Scribner, \$2.50) 8-12
Pepper and Salt (Harper, \$2.00) 8-12
Twilight Land (Harper, \$1.75) 8-12
The Wonder Clock (Harper, \$2.00) 8-12

Delightful stories, re-told, for the most part, from old tales and legends, and interspersed with occasional poems. All of Howard Pyle's work is excellent; he has a most delightful sense of humor that shows in every story. He illustrates all his tales himself, and many children gain as much from poring over the black and white drawings of heroic figures as they do from reading the tales.

RICKERT, EDITH

- The Bojabi Tree* (Doubleday, 75 cents) 3-6

Adapted from an African folk tale, this deliciously comic story tells, much in the fashion of the "Three Little Pigs," how the beasts learned the name of a fruit so that they could eat it, and how only the turtle remembered. Full of suggested action, repetition, and dramatic emphasis; the story is sure to appeal to the three- or four-year old.

RUSKIN, JOHN

- The King of the Golden River* 7-12

A masterpiece of children's literature. Ruskin, himself, said of this story, that it was a "fairly good imitation of Grimm and Dickens." It is, however, an imitation of nothing; rather is it an original gem of a story, built upon the fantastic lines of the older folk tales.

SANDBURG, CARL

- Rootabaga Stories* (Harcourt, \$2.00) 8-12
Rootabaga Pigeons (Harcourt, \$2.00) 8-12

Tales beautiful or imaginative or whimsically nonsensical, all in the chantlike rhythmic repetitive prose

of the mid-western poet. There is undeniable sweetness and sympathy in them all, but many parents object to the humorous use of vulgarisms or colloquialisms such as "Gimme" and "Hot Dog," and so on. Illustrated with charm by Maud and Miska Petersham.

SCUDDER, HORACE E.

Book of Fables and Folk Stories (Houghton, \$2.00) 6-11

An excellent collection. Edited in a careful and scholarly way.

STEPHENS, JAMES

Irish Fairy Tales (Macmillan, \$2.50) 12-15

Glorious, heroic and romantic tales of early Ireland, told with passionate feeling and exquisite musical style. The violence of the stories is not omitted, but it is made secondary, as in the earliest known variants of the stories, to the exalted emotions which the action calls forth.

STOCKTON, FRANK R.

The Queen's Museum and Other Fanciful Tales 7-11
(Scribner, \$2.00)

The Floating Prince and Other Fairy Tales 7-11
(Scribner, \$2.00)

Stockton's fairy tales have been considered among the best of the modern fantastic stories. He shows both art and originality in his choice of situations and quaint characters.

SWIFT, JONATHAN

Gulliver's Travels 8-12

This old book is re-told in different ways for children of different ages. The volume that is edited by Padraic Colum and illustrated by Willy Pogany is one of the most attractive.

THACKERAY, WILLIAM M.

The Rose and the Ring 7-12

A quaint, funny story by one of the world's greatest novelists. The story tells of two remarkable princes, Prince Giglio and Prince Bulbo, who do most extraordinary things.

WIGGIN, KATE D., and SMITH, NORA A.

The Fairy Ring (Doubleday, \$1.50) 7-11

Magic Casements (Doubleday, \$1.75) 7-11

Tales of Laughter (Doubleday, \$1.75) 7-11

Tales of Wonder (Doubleday, \$1.75) 7-11

Books of fairy stories and folk tales from many lands.

WILDE, OSCAR

The Happy Prince and Other Tales 8-14
(Brentano's, \$1.25)

Unusual stories of a high, idealistic quality.

WILLIAMS, MARGERY

The Velveteen Rabbit (Doran, \$2.00) 5-8

The touching story of how a little cloth rabbit became real by being loved, written with humor and hidden pathos.

WILLISTON, TERESA P.

Japanese Fairy Tales (Rand-McNally, \$1.00) 7-10

Re-told versions of oriental stories. In recent years, Japanese and Chinese folk tales and legends have come to be widely read and enjoyed. Some of them are a bit too different from our own tales to be properly appreciated by children. This is one of the best of the "Americanized" versions that still keeps an oriental tone.

4. MYTHS AND LEGENDS

BAILEY, CAROLYN S.

Wonder Stories, the Best Myths for Boys and Girls 8-13
(Bradley, \$2.00)

A volume of selected myths, published in an attractive form, with colored illustrations.

BAKER, EMILIE K.

Stories of Old Greece and Rome 10-14
(Macmillan, \$2.00)

Stories of Northern Myths (Macmillan, \$1.75) 10-14

Two excellent collections of myths and folklore, collected with much care and attention to historical settings.

BALDWIN, JAMES

<i>Story of the Golden Age</i> (Scribner, \$2.00)	9-14
<i>Story of Siegfried</i> (Scribner, \$2.00)	9-14
<i>Story of Roland</i> (Scribner, \$2.00)	9-14
<i>Old Greek Stories</i> (American Book, 60 cents)	9-14
<i>Fifty Famous Stories Re-Told</i> (American Book, 56 cents)	7-11
<i>Thirty More Famous Stories Re-Told</i> (American Book, 72 cents)	7-11
<i>The Sampo (Finnish Legends)</i> (Scribner, \$2.00)	7-11

Baldwin's collections of legends and myths are as comprehensive as any that have yet been made. Together with Scudder's *Book of Legends*, they give a complete survey of the most famous legends that have been handed down for generations.

BROWN, ABBIE F.

<i>In the Days of Giants</i> (Houghton, \$1.50)	9-12
<i>Book of Saints and Friendly Beasts</i> (Houghton, \$1.00)	9-12

Old legends from the Northland and other countries.

*BULFINCH, THOMAS

<i>Age of Fable; or Beauties of Mythology</i> (Lothrop, \$1.75)	11-15
<i>Age of Chivalry; or Legends of King Arthur</i> (Lothrop, \$1.75)	11-15

Old masterpieces, written about 1830, and still holding an enviable place in the history of literature. The *Age of Fable* is often used as a textbook in the high school, and is excellent for the home and school library.

<i>Mythology</i> (Crowell, \$3.00)	11-15
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This volume combines the *Age of Fable*, the *Age of Chivalry*, and the *Legends of Charlemagne* in a revised and enlarged edition with illustrations.

CHAUNDLER, CHRISTINE, and WOOD, ERIC

<i>My Book of Beautiful Legends</i> (Funk & Wagnalls, \$3.00)	8-11
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Forty-eight of the familiar old legends, re-told in a delightful way.

CHURCH, ALFRED J.

<i>Story of the Iliad</i> (Macmillan, 48 cents)	10-15
<i>Story of the Odyssey</i> (Macmillan, 48 cents)	10-15
<i>Helmet and Spear</i> (Macmillan, \$2.00)	10-15
<i>The Æneid for Boys and Girls</i> (Macmillan, \$1.75)	10-15

Greek legends and myths retold from the classics.

COLUM, PADRAIC

<i>The Golden Fleece</i> (Macmillan, \$2.00)	8-11
<i>The Children of Odin</i> (Macmillan, \$2.00)	8-11
<i>King of Ireland's Son</i> (Macmillan, \$2.25)	8-11
<i>The Children's Homer</i> (Macmillan, \$2.00)	8-11
<i>Island of the Mighty</i> (Macmillan, \$2.00)	

Greek, Norse, and Celtic myths presented in a way that is particularly pleasing and appealing to children. Mr. Colum possesses poetic ability that makes his prose stories both beautiful and artistic.

CROMMELIN, EMELINE G.

<i>Famous Legends</i> (Century, 85 cents)	8-12
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This book, adapted for children, contains legends from nine different countries. It comes in an inexpensive illustrated edition.

DARTON, F. J. H.

<i>Wonder Book of Old Romance</i> (Stokes, \$2.50)	9-14
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An excellent book that gives a scholarly collection of the kingly tales of King Robert of Sicily, Sir Gawain, etc.

GAYLEY, CHARLES M.

<i>Classic Myths in English Literature and Art</i> (Ginn, \$1.92)	10-15
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A general handbook of myths and legends that has wide use in our public schools. With the volume by Bulfinch, it forms a general, descriptive treatment of the whole field of myths and legends. Recommended highly for school use. Gayley has a fluent, engaging style, and even in the short space he allows for each story, manages to infuse a spirit of sympathy and human beauty that makes the characters seem actual persons, not mere figures in a list.

GUERBER, H. A.

Myths of Greece and Rome 10-14
(American Book, \$2.00)

Myths of Northern Lands (American Book, \$2.00) 10-14

Legends of the Middle Ages 10-14
(American Book, \$2.00)

Excellent collections showing careful choice of material.

HAWTHORNE, NATHANIEL

Tanglewood Tales 9-14

Wonder Book for Boys and Girls 9-14

The Golden Fleece 9-14

Versions of old Greek myths, told with the remarkable artistry for which Hawthorne is famous. Hawthorne's versions of these immortal tales are as appealing to the vivid fancy of childhood as any that have been made.

HOMER

The Iliad

The Odyssey

There have been so many poor translations made of these classics that the teacher and parent would be wise to choose one of the re-tellings that has been made especially for children. As a rule, it is more advisable to give children classic literature in the original form, rather than in the re-told versions, but, in this case, the children's versions are the more desirable. Palmer's translation of *The Odyssey*, and the Lang, Leaf, and Myer translation of *The Iliad* are excellent for children 12 to 15.

HULL, ELEANOR

The Boy's Cuchulain (Crowell, \$2.00) 9-14

Cuchulain is to Ireland what King Arthur is to England—the representative of the nation's highest ideals of chivalry and gentleness. Miss Hull's stories of the old Irish legends are wholly charming.

IRVING, WASHINGTON

Rip Van Winkle 9-14

The Legend of Sleepy Hollow 9-14

America is too new to have many legends of its own, with the exception of the Indian legends, but Irving has

managed to create some to fill the need. His legends are too well-known to require either eulogy or explanation. A third book, *Legends of the Alhambra*, tells of Spain. The adaptation of Josephine Brower is a good edition of this.

JUDD, M. C.

Wigwam Stories (Ginn, 92 cents) 9-11

Myths and legends of our North American Indians, re-told in a pleasing style.

KINGSLEY, CHARLES

The Heroes of Greek Fairy Tales 9-15

One of the best collections for the older children. Kingsley applied thought and scholarly treatment to whatever writing he undertook, and this collection of old Greek legends stands with the classics for school use.

KUPFER, GRACE H.

Stories of Long Ago (Heath, 76 cents) 8-13

Greek and Roman myths, re-told for children. This is an inexpensive and pleasing little book.

LAMB, CHARLES

The Adventures of Ulysses (Macmillan, \$1.50) 9-12

The old Greek legend re-told. This is a famous old classic.

LANG, ANDREW

Story of the Golden Fleece (Altemus, 50 cents) 9-13

All of Lang's stories are very popular with children. He writes in simple language and with careful choice of detail.

LANIER, SIDNEY

The Boy's King Arthur (Scribner, \$2.25) 9-13

Knightly Legends of Wales (Scribner, \$2.25) 9-13

The Boy's Froissart (Scribner, \$2.25) 9-13

Three books that appeal to boys and girls alike, although they were supposedly written for boys. They tell of the age of chivalry, and of the romance that surrounded the deeds of the knights and ladies in different lands.

MABIE, H. W.

Legends Every Child Should Know 8-14
(Grosset, \$1.00)

Myths Every Child Should Know 8-14
(Grosset, \$1.00)

Norse Stories (Dodd, \$1.50) 8-14

Norse mythology, with its tales of heroic gods, generally appeals to the boy of eight or nine; girls do not show as much interest in it. The myths that Mr. Mabie has collected are especially good, and he has put them together as one continuous story.

MACLEOD, MARY

The Book of King Arthur (Stokes, \$2.50) 7-12

A Book of Ballad Stories (Stokes, \$2.50) 7-12

Two carefully edited books, re-telling in charming style some of the old romances.

MALORY, SIR THOMAS

La Morte d'Arthur

This is the source book for all the stories concerned with King Arthur and his knights of the Round Table. The adventures of King Arthur were romances of medieval days, told as separate stories until Sir Thomas Malory brought them together as a single collection, in the fifteenth century. The style of writing, in the original collection as made by Malory, is a bit too difficult for children. For this reason some of the children's editions that have been carefully edited are better for general reading than the original. Adult readers, however, will find a great deal of interest in the original book.

NIELSON, KAY (Illustrator)

East of the Sun and West of the Moon 5-11
(Doran, \$3.50)

A beautiful book of folklore, collected by an expert in story-telling. The new editions of this book are charming.

PEABODY, JOSEPHINE P.

Old Greek Folk Stories (Houghton, 48 cents) 7-11

An inexpensive little book that contains some fine versions of Greek legends.

PYLE, HOWARD

Merry Adventures of Robin Hood (Scribner, \$3.50) 8-14

The Story of King Arthur and His Knights 8-14
(Scribner, \$3.50)

The Story of the Grail (Scribner, \$3.50) 8-14

The Story of Sir Launcelot (Scribner, \$3.50) 8-14

The Story of the Champions of the Round Table 8-14
(Scribner, \$3.50)

Pyle's story of Robin Hood is decidedly the best prose version of the old Sherwood ballads. Like William Tell, the person of Robin Hood has become so real, so alive, to children that they cannot think of him as a legendary character. All of Howard Pyle's legends are excellent; he tells the old stories with a compelling relish and just enough of an archaic quality to make his books a happy combination of the humorous and the heroic. His vigorous drawings do much to vivify his merry or noble characters.

SCUDDER, HORACE E.

Book of Legends (Houghton, \$1.00) 7-11

Scudder's folk stories, fables, and legends are all well selected, and edited to suit the taste of the young reader. His books form excellent supplementary reading for the schools.

TAPPAN, EVA MARCH

Robin Hood: His Book (Little, \$2.25) 7-11

One of the simpler versions of the Robin Hood stories. This book is well adapted to children's reading, and it has proved to be very popular.

WILMOT-BUXTON, E. M.

Stories of Norse Heroes (Crowell, \$2.00) 8-12

A fine collection of 25 stories of Norse heroes. This book has enjoyed a wide popularity among young readers.

ZITKALA-SA

Old Indian Legends (Ginn, 76 cents) 8-12

Legends of the American Indians told and illustrated by the Indians. Zitkala says: "Under the open sky, nestling close to the earth, the old Dakota story-tellers have told me these legends."

5. BIBLE STORIES

BALDWIN, JAMES

Old Stories of the East (American Book, 60 cents) 9-12

Adapted stories from the Old Testament.

BRYANT, L. M.

Bible Stories in Bible Language (Appleton, \$2.00) 7-11

Like Miss Bryant's other work, this book is carefully selected, and is especially interesting to children who are just beginning to take active interest in the Sunday school and the biblical characters they learn of there.

CENTURY COMPANY (Publishers)

Bible for Young People (Century, \$3.50) 8-10

This is one of the best of the children's Bibles.

CHISHOLM, EDWIN

Old Testament Stories (Dutton, 35 cents) 8-10

An interesting re-telling of Bible stories, well adapted to children's interests. Good for bedtime reading.

DANA, ETHEL N.

The Story of Jesus (M. Jones, \$17.50) 6-14

An especially attractive book, telling the life of Jesus with the aid of paintings of the Italian Renaissance.

DAWES, SARAH E.

Bible Stories for Young People (Crowell, \$1.25) 8-13

A carefully selected group of Bible stories, that have proved popular with children.

FOSTER, CHARLES

Story of the Bible (Foster, \$2.00) 9-14

A child's Bible written in simple narrative style, and illustrated with many pictures.

HALL, NEWTON MARSHALL

Tales of the Far-Off Days (Ginn, 84 cents) 8-14*Tales of Captains and Conquest* (Ginn, 84 cents) 8-14

Stories from the Old Testament, told in a style that keeps much of the charm of the original versions.

HODGES, GEORGE

The Castle of Zion (Houghton, \$2.50) 10-12

The Garden of Eden (Houghton, \$2.50) 10-12

When the King Came (Houghton, \$1.75) 10-12

The first two are stories from the Old Testament; the last is the life of Christ. Mr. Hodges has also written a *Child's Guide to the Bible* which gives an historical sketch of how the Bible was made, and explains and identifies many parts.

HURLBUT, JESSIE

Story of the Bible (Winston, \$2.00) 9-11

Life of Christ (Winston, \$2.00) 9-11

Adapted stories, well suited to children's interests.

KELMAN, J. H.

Stories from the Life of Christ (Dutton, \$1.00) 4-9

These stories are told in such simple language that they will interest the youngest children.

MOULTON, R. G.

Bible Stories: Old Testament (Macmillan, 80 cents) 4-13

Bible Stories: New Testament (Macmillan, 80 cents) 4-13

These stories are told in the language of the Scriptures, altered only by omissions. These are very satisfactory books for the parent who wishes to read Bible stories to the child, but who is in doubt as to the best selections. These books may be read to the younger child, and as he grows older he may read them for himself.

OLCOTT, FRANCES J.

Bible Stories to Read and Tell (Houghton, \$2.50) 4-9

An attractive book, illustrated by Willy Pogany.

PUTNAM (Publisher)

Stories from the Bible (Putnam, \$1.75) 7-12

Bible stories by different well-known writers: Robert Bird, Margaret Sangster, Harriet Blaine, and others.

***SHERMAN, H. A., and KENT, C. F.**

**The Children's Bible* (Scribner, \$3.50) 9-14

An excellent children's Bible, very attractive and well suited to children's reading.

SMITH, NORA A.

Old, Old Tales from the Old, Old Book 7-10
(Doubleday, \$1.75)

The most familiar and appealing of the Old Testament stories arranged for children's reading. This is one of the best of the children's adaptations of the Bible.

STEWART, MARY

Tell Me a True Story (Revell, \$1.75) 4-9

Forty-eight stories from the Bible, especially arranged for the youngest children.

TAPPAN, EVA MARCH

An Old, Old Story Book (Houghton, \$2.50) 8-12

The Christ Story (Houghton, \$2.50) 8-12

Stories compiled from the Bible and adapted to children's interests.

VAN LOON, HENDRIK W.

The Story of the Bible (Boni & Liveright, \$5.00) 10-15

Many children enjoy this book for its easy narrative and fine illustrations. Unfortunately, however, the author attempted too many changes of the original biblical style.

WEED, GEORGE L.

A Life of Christ for the Young (Jacobs, \$1.75) 8-12

The story of Christ's life told in simple language, to bring out the most inspirational parts of his teachings.

WOOD, I. F.

Heroes of Early Israel (Macmillan, \$1.50) 9-12

A good book for children, because of its biblical history and its adaption to children's interests.

6. GENERAL FICTION

The stories here are comparatively few in number, as the majority of children's stories deal with some particular subject, and have, therefore, been classified under Animal Stories, Historical Narratives, Nature Stories, and the like. The narratives in this section are only those which could not find

a place under any of the special headings. For other interesting stories suitable for children's reading see Chapter XI, Sections 2, 3, 4, and 5; Chapter XIII, Sections 3, 4, and 7; and Chapter XIV, Sections 9 and 10.

AANRUD, HANS

Lisbeth Longfrock (Ginn, 64 cents) 8-13

A charming picture of Norwegian farm life. This book has a literary merit that few children's stories possess.

*ALCOTT, LOUISA M.

**Little Women* (Little, \$1.50) 10-14

Little Men (Little, \$1.50) 10-14

Eight Cousins (Little, \$1.50) 10-14

Jo's Boys (Little, \$1.50) 10-14

Under the Lilacs (Little, \$1.50) 10-14

Louisa Alcott's books are the most popular of all the girls' books which have ever been written. Her stories have lived now for over fifty years, and *Little Women* heads every list of most popular books for girls. These stories all tell of home life, and they owe their popularity to the human interest which they hold for girls. Boys occasionally read *Little Men*, but as a rule they do not care for these books as much as girls do.

ALDRICH, T. B.

Story of a Bad Boy (Houghton, \$1.65) 10-14

A story of New England boyhood. The "bad boy" is not the *Peck's Bad Boy* type; but a real, lovable boy, not really bad at all. This book is an old favorite.

ALTSHELER, J. A.

Young Trailers Series (Appleton, \$1.75 each Vol.) 11-15

Civil War Series (Appleton, \$1.75 each Vol.) 11-15

French and Indian War Series 11-15

(Appleton, \$1.75 each Vol.)

Apache Gold (Appleton, \$1.75) 11-15

Mr. Altshele's vigorous tales of various periods in American history have made him one of the most popular writers for boys. The Young Trailers Series (eight volumes) deals with boy life on the frontier in Revolutionary times; the books are full of Indian adventure and the exploits of the Kentucky pioneers. The Civil War Series (eight volumes) traces the campaigns through

the eyes of a Southern boy. The French and Indian War Series (six volumes) vividly describes the struggle for control of North America. These series contain the most important of Mr. Altsheler's work. *Apache Gold* is an independent story of a treasure hunt enlivened by encounters with wild beasts and Apache Indians.

AMICIS, EDMONDO DE

Heart: a Schoolboy's Journal (Crowell, \$1.50) 10-13

A translation of the Italian story *Cuore*—sketches of boy life in an Italian home and school,

BARBOUR, R. H.

The Half-Back (Appleton, \$1.75) 12-15

This is Barbour at his best; a football story to satisfy the demands of the boy lover of sports.

BARNES, JAMES

For King or Country (Harper, \$1.75) 12-16

Twin brothers take opposite sides in the Revolutionary War. *Yankee Ships and Yankee Sailors*, by this author, is another interesting book, containing stories of the war of 1812.

BARRIE, JAMES M.

Sentimental Tommy (Scribner, \$2.00) 12-

The Little Minister (Scribner, \$2.00)

Alice-Sit-By-The-Fire (Scribner, \$1.00)

All of Barrie's stories are delightful. He pictures Scotland and its people in a warm, sympathetic way, and the adolescent boy or girl should derive much enjoyment from his books.

BAYLOR, F. C.

Juan and Juanita (Houghton, \$2.50) 10-14

The story of a little Mexican boy and girl who were captured by the Comanches during an Indian raid, and who escaped, making their way through the wilderness to the settlement.

BROOKS, E. S.

Master of the Stronghearts (Dutton, \$1.50) 13-

The narrative of Custer's last rally and his defeat of Sitting Bull.

BULLEN, F. T.

Cruise of the Cachelot (Appleton, \$1.75) 12-16

A superior book that has been popular for many years. It tells of whale fishing and life on the deep sea in a style that makes many similar stories pale in comparison. Excellent for the adolescent boy or girl who craves adventure and thrills in a story. The book comes also in an edition with illustrations in color at \$2.00.

BURNETT, FRANCES H.

The Secret Garden (Scribner, \$1.25) 9-13

Little Lord Fauntleroy (Scribner, \$1.25) 9-13

The Lost Prince (Scribner, \$1.25) 9-13

Mrs. Burnett's stories have a wide circulation among girls. *The Secret Garden* is the most popular, but *Little Lord Fauntleroy* is also well liked. *Sarah Crewe*, by this author, is sometimes recommended for children's reading, but it rather strains the credulity of even the child reader.

CERVANTES

Don Quixote 10-

This famous Spanish classic has been re-told for children in many excellent editions. The one by Parry, illustrated by Walter Crane, is particularly attractive.

CHURCHILL, WINSTON

The Crisis (Macmillan, \$2.50) 14-

Richard Carvel (Macmillan, \$2.50) 14-

The Crossing (Macmillan, \$2.50) 14-

The interesting plots of these stories make them popular with older children. The first two deal with fictitious characters against a background of the Civil War and the Revolution, respectively.

CLEMENS, SAMUEL L. (See TWAIN, MARK, pseud.)

CONNOR, RALPH

Glengarry School Days (Grosset, 75 cents) 13-16

The Prospector (Grosset, 75 cents) 13-16

Tales of school life and adventure in Canada told in animated style. These books will appeal to the older boy.

DANA, R. H.

Two Years before the Mast

13-

A vivid account of a sailor's life, and conditions in Spanish California, in the year 1830. A true account of the experiences of a young man who shipped for two years on a sailing vessel.

DAUDET, ALPHONSE

Tartarin of Tarascon

12-16

Tartarin of the Alps

12-16

La Petite Chose

12-16

Daudet's style is similar to Dickens'. He caricatures his people, poking fun at them in the most gleeful way. His Tartarin books are usually enjoyed by young people.

DEFOE, DANIEL

Robinson Crusoe

9-14

Editions of this classic appear in all forms, from the cheap series to the large illustrated volumes such as those decorated by N. C. Wyeth for the Cosmopolitan Book Corporation and by the brothers Rhead for Harper.

DE LA RAMÉE, LOUISE (pseud. OUIDA)

The Nürnberg Stove

9-12

A little boy loves his big stove so much that, when it is sold, he hides in it, and is carried away to the royal palace. A colorful and graphic story.

DICKENS, CHARLES

Complete Works

11-

Dickens requires no introduction to the reading public. His books are read at any age from nine to ninety. His most popular stories, as chosen by children, are given here in order of preference: *David Copperfield*, *Tale of Two Cities*, *Oliver Twist*, *Old Curiosity Shop*.

DODGE, MARY M.

Hans Brinker, or the Silver Skates

9-14

(Scribner, \$1.00)

A remarkably successful story, telling of life in Old Amsterdam. There is hardly a child who does not enjoy this book.

DRUMMOND, HENRY

The Monkey That Would Not Kill (Dodd, \$1.10) 7-10

A quaint, amusing story about a monkey that refused to die. Young children generally enjoy this.

DUMAS, ALEXANDER

The Three Musketeers, Leloir Edition 14
(Appleton, \$3.00)

An edition of Dumas' book especially adapted to the juvenile reader. A well illustrated, attractive book, expurgated to avoid a few of the objectionable features in the original.

EGGLESTON, EDWARD

Hoosier School Boy (Scribner, 72 cents) 11-15

Hoosier School Master (Judd, \$1.75) 11-15

Two stories of school life in Indiana about the year 1850.

ELIOT, GEORGE

Silas Marner 14-

A story of a miser. This book is one of the finest examples of English literature.

FRENCH, ALLEN

Sir Marrok (Century, \$1.75) 14-

A knight in the days of King Arthur is compelled by a sorceress to take the form of a wolf. A book that boys enjoy.

Story of Rolf and the Viking's Bow (Little, \$2.00) 14-

A heroic story based on old Icelandic sagas.

FRENCH, H. W.

The Lance of Kanana (Lothrop, \$1.25) 11-15

The story of a lance which in the hands of a Bedouin boy saved Arabia from destruction. This book has a particularly fine spirit. An excellent gift book for a boy.

GATES, ELEANOR

The Poor Little Rich Girl (Appleton, \$1.75) 11-14

A pleasant child's story with a humor that is enjoyed most by girls in the seventh and eighth grades.

HALE, L. P.

Peterkin Papers (Houghton, \$2.50) 10-15

The absurdly logical rehearsal of manners, arts, education, and philosophy as practiced by the shortsighted Peterkin family; good-natured fun at the expense of serious minded village folk of the 1880's. The family is usually rescued from its nonsensical dilemmas and endless debates by the common sense of the Lady from Philadelphia. An excellent example of sound American humor.

HASKELL, HELEN E.

O-Heart-San (Page, \$1.00) 11-14

The story of a Japanese girl, daughter of a wood-carver, whose experiences make an entertaining book. A good description of Japanese life.

HAVARD, ALINE

Fighting Westward (Scribner, \$1.60) 11-13

The adventures of a family who traveled West by caravan eighty years ago.

HAWES, CHARLES B.

The Dark Frigate (Atlantic Monthly Press, \$2.00) 12-16

A hearty manly novel, with the flavor of actuality about it, concerning a lad's life at sea and ashore in the days of the Stewarts. Unlike many stories for adolescents, this one contains healthy candid reference to the boy's early sentimental fancies, and how he loses them.

This book was awarded the John Newbery medal in 1924. After the untimely death of the author at the very beginning of his career, an annual Charles Boardman Hawes prize for the best book for boys of the year was established in his memory.

The Mutineers (Atlantic Monthly Press, \$2.00) 12-16

J. C. Minot says of this book, "There is the atmosphere of old-time ships and the spirit of the sailors of a century ago (in the tale). . . Nowhere do the problems of the clever sketching of the old-time seafaring men who fill the pages, get in the way of the spirited action."

The Quest (Atlantic Monthly Press, \$2.00) 10-15

Mutiny and mystery and settings ranging from New England to the Gulf of Guinea make this sound and wholesome book exciting and forceful.

HEYLIGER, WILLIAM

High Benton (Appleton, \$1.75) 10-15

High Benton, Worker (Appleton, \$1.75) 10-15

The Spirit of the Leader (Appleton, \$1.75) 10-15

Three books that are popular with boy readers. They tell of everyday life and credible adventures that interest the boy without harming him in the least.

HOUGH, EMERSON

The Covered Wagon (Appleton, \$2.00) 14-

North of 36 (Appleton, \$2.00) 14-

Accounts of the early pioneer days, suitable for the older child. Interesting to those with a taste for adventure.

HUGHES, THOMAS

Tom Brown's School Days 11-14

Tom Brown at Oxford 14-16

Two classics for boys, telling of English school life.

HUGO, VICTOR

Toilers of the Sea 14-

Les Miserables 14-

Perhaps no two novels of this kind have been read more widely or enjoyed more thoroughly than these. The first was chosen by a large number of children as a favorite book.

KIPLING, RUDYARD

Kim (Doubleday, \$1.90) 13-

The story of a street waif in India, half Irish, half native, who accompanies a holy man on his quest for the sacred river. A remarkable book that breathes the spirit of mysterious India in every page. Considered by many to be Kipling's best work.

Captains Courageous (Doubleday, \$1.90) 14-

A rich young man falls overboard from an Atlantic liner and is picked up by fishermen bound for the coast of Newfoundland. A vivid picture of the hardy lives of the sea followers.

The Day's Work (Doubleday, \$1.90) 13-

Some of the best of Kipling's short stories.

KNIFE, E. B. and A. A.

Lucky Sixpence (Century, \$1.75) 9-13

Beatrice of Denewood (Century, \$1.90) 9-13

Two stories of Revolutionary days that have proved very popular with children. There is little real history in the books; the appeal lies more in the prominence and adventures of the heroine. Stories such as these, however, often serve to interest the child in real history.

MACMILLAN (Publisher)

Susanna's Auction (Macmillan, \$1.00) 5-9

A willful small girl refuses to ask pardon of her long-suffering parents, and remains indifferent even while her most expensive toys are auctioned away by her much amused uncle; she gives in, however, when her sick child, Josephine, a very ragged doll, is offered to her contemporaries for sale. The illustrations, which are studies of Susanna in various attitudes by M. Boutet de Monvel, are funny beyond expression.

MARTIN, GEORGE M.

A Warwickshire Lad (Appleton, \$1.50) 11-14

A tale of the boy Shakespeare, written in biographical form. A prettily illustrated, attractive book with an entertaining, if not very forceful, plot. Appeals especially to girl readers.

MASEFIELD, JOHN

Jim Davis (Stokes, \$1.60) 9-14

Rapid hearty story of the friendship between a spirited boy and a fascinating smuggler, in the days of the early nineteenth century. Full of brilliant color and thrilling action.

MELVILLE, HERMAN

Moby Dick 13-

Typee (sequel—*Omoo*) 13-

Redburn: His First Voyage 13-

White Jacket 13-

Mardi 13-

The sea stories of Melville have become justly famous. They may easily lay claim to a place among America's best literature. *Moby Dick*, a long story of the most thrill-

ing adventure, is perhaps the best known, but for interest *Redburn*, the author's own experiences as a ship's boy, runs it a close second. *Typee* is a story of the South Sea, told with a romantic touch, and is followed by a sequel, *Omoo*. *White Jacket* is a story of adventure as found on a man-of-war, and *Mardi* is another story of sails and sailors, with a touch of mystery and Stevensonian suspense. All are excellent from every standpoint.

MONTGOMERY, L. M.

Anne of Green Gables (Page, \$1.50) 12-14

Anne of Avonlea (Page, \$1.50) 12-14

Two books that have a wide circulation among girl readers. They contain much wholesome fun, and pleasant, natural situations.

MORLEY, MARGARET W.

Donkey John of the Toy Valley (McClurg, \$1.50) 9-12

A good picture of the life of the toy carvers in the valley of the Tyrol, and of the goatherds in the surrounding mountains.

NICHOLS, WALTER H.

Trust a Boy (Macmillan, \$2.00) 11-16

"A story of four boys, showing how they were man hunters by accident in the Great Salt Lake." A wholesome book, full of exciting adventure.

OIDA, pseud. (See DE LA RAMÉE)

RICE, ALICE H.

Mrs. Wiggs of the Cabbage Patch (Century, \$1.25) 11-14

The story of Mrs. Wiggs and her entertaining family has been popular among children for years.

ROLT-WHEELER, FRANCIS

Boy With the United States Official Series 9-14
(Lothrop, \$1.75 each book)

These adventure stories contain considerable information given in an interesting way. They are among the best of the modern adventure series for boys. They acquaint the boy with nearly every line of government activity—the forestry service, surveying, fisheries, exploring, diplomacy, etc.

RUNKLE, BERTHA

The Helmet of Navarre (Century, \$2.00) 13-16

A book of romance and adventure that the adolescent boy or girl is sure to enjoy, and it should have no harmful influence. It is a love story of the days when intrigue and whims of highborn men caused the overthrow of thrones and estates with amazing ease and rapidity. An excellent example of the "costume" novel, which will always attract by its romantic qualities.

SEAWELL, M. E.

Little Jarvis (Appleton, \$1.50) 8-12

A short story of a jolly little midshipman who lived a gallant life and died a gallant death in the service of the United States. An acceptable gift book for the nine-year-old child.

SIENKIEWICZ, HENRYK

In Desert and Wilderness (Little, \$2.50) 14-

A good book for the older child. It is often included in lists of the world's best literature, and reading of books of this sort should always be encouraged for older children.

SMITH, E. BOYD

The Story of Noah's Ark (Houghton, \$3.00) 10-

After They Came Out of the Ark (Putnam, \$2.50) 10-

Comic pictures and quaint humorous text showing the troubles of the Noah family and their charges afloat, and the necessary re-adaptations to life ashore after they landed on Mount Ararat. Enjoyed by grown-ups as well as children.

SPYRI, JOHANNA

Heidi (Crowell, \$1.50) 8-12

Little Miss Grasshopper (Crowell, 75 cents) 8-12

Moni, the Goat Boy (Crowell, 75 cents) 8-12

Toni, the Little Wood Carver (Crowell, 75 cents) 8-12

Tiss, a Little Alpine Waif (Crowell, 75 cents) 8-12

Stories of the Swiss Alps, describing the country and child life there in a vivid way. These are excellent books for children's reading. *Heidi* especially has been a favorite for many years.

*STEVENSON, ROBERT LOUIS

* <i>Treasure Island</i>	11-15
<i>Kidnapped</i>	11-15
<i>Black Arrow</i>	11-15
<i>Travels With a Donkey</i>	11-15

Of all the stories read and enjoyed by boys, *Treasure Island* takes first place. It appeals because of its mysterious, exciting plot, a search for treasure, adventure dear to the heart of every real boy. Best of all, the book has real literary merit. The other stories of Stevenson are fine, but their appeal is not as universal as that of *Treasure Island*.

STOCKTON, FRANK R.

<i>Casting Away of Mrs. Lecks and Mrs. Aleshine</i>	13-16
(Century, \$1.75)	

The diverting narrative of Mrs. Lecks and Mrs. Aleshine seems to continue as a general favorite, in spite of predictions that better stories would kill it. All of Stockton's work possesses a certain blithe, carefree spirit that makes it live on.

TARKINGTON, BOOTH

<i>Seventeen</i>	14-
<i>Penrod</i>	14-
<i>Penrod and Sam</i>	14-
<i>Monsieur Beaucaire</i>	14-

For some reason, girls prefer *Seventeen* and boys prefer *Penrod*. The circulation of Tarkington's stories is increasing among older children every year. His stories are listed above in order of their preference among child readers.

THACKERAY, WILLIAM M.

<i>Vanity Fair</i>	14-
<i>Henry Esmond</i>	14-

These classics are widely read. They are rather long, but that does not seem to deter the youthful readers who enjoy the absorbing plots. *Henry Esmond*, a graphic presentation of English life in the days of Queen Anne, is considered by many authorities the best historical novel of English literature.

TWAIN, MARK, pseud.

<i>Tom Sawyer</i>	12-
<i>Huckleberry Finn</i>	12-
<i>Connecticut Yankee in King Arthur's Court</i>	12-
<i>The Prince and the Pauper</i>	12-
<i>Innocents Abroad</i>	12-
<i>Life on the Mississippi</i>	12-
<i>Roughing It</i>	12-

These stories are listed in order of preference among children. *Tom Sawyer* is the most popular, but it would probably not be so much preferred to *Roughing It* were it not for the length of the latter. The enjoyment of Twain's stories begins in childhood, but it continues as long as the love for reading lasts. *The Prince and the Pauper*, which has been previously listed, is one of the finest books in children's literature.

VAN DYKE, HENRY

<i>The Story of the Other Wise Man</i> (Harper, 75 cents)	14-
<i>The Ruling Passion</i> (Scribner, \$2.00)	14-
<i>The First Christmas Tree</i> (Scribner, 75 cents)	14-

Van Dyke's style is excelled by few English writers. He has rare charm and a sympathy with nature and human nature that shows itself in all his work.

VERNE, JULES

<i>Twenty Thousand Leagues Under the Sea</i>	11-16
<i>Mysterious Island</i>	11-16
<i>Around the World in Eighty Days</i>	11-16

Three adventure stories that may be given to the boy who is predisposed to sensational literature. These stories will give him the thrills without too many of the objectionable influences.

WALPOLE, HUGH

<i>Jeremy</i> (Doran, \$2.00)	12-16
<i>The Golden Scarecrow</i> (Doran, \$2.00)	12-16

Although Walpole appeals to adults more than to children, his stories of child life are too charming not to be enjoyed by many young readers. *The Golden Scarecrow*, however, will only be enjoyed by the more imaginative child.

WESTCOTT, E. N.

David Harum (Appleton, \$2.00) 13-

A matter-of-fact, unornamented tale of a picturesque character. A book that meets favor among the older children, although it is more suitable for adults.

WHITE, STEWART E.

The Blazed Trail (Doubleday, \$2.00) 13-15

A realistic story of life in the lumber camps.

WIGGIN, KATE D.

The Birds' Christmas Carol (Houghton, 48 cents) 9-12*Rebecca of Sunnybrook Farm* 11-14
(Houghton, 80 cents)

The first is a story for younger children telling of the short life of a gentle little invalid. The second is one of the best of the modern stories written for girls. It centers about the active, wholesome experiences of an energetic child living in an old-fashioned village. It is a worthy representative of the *Little Women* type of story.

WYSS, M. S.

Swiss Family Robinson 9-14

Perhaps the best modern edition of this old favorite, dealing with the exciting adventures of a shipwrecked family, is that illustrated by Louis Rhead and Frank Schoonover for Harper. Mr. Rhead's drawings are all made from sketches made in the tropics.

ZWILGMAYER, DIKKEN

What Happened to Inger Johanne (Lothrop, \$1.75) 8-10*Johnny Blossom* (Pilgrim's Press, \$1.50) 8-10

Stories of Norway, told with great charm. It is a fact that children learn more of other countries from stories like these, than they do from the best travel books. In addition, it gives them an interest in geography, and even history.

CHAPTER XII

POETRY, ART, MUSIC, AND DRAMA

1. *Anthologies of Poetry*
2. *Children's Poets*
3. *Selections from Poetical Works*
4. *Art*
5. *Music*
6. *Drama*

YOUNG children nearly always enjoy poetry. The child of one year will clap his hands and crow with delight when "Pat-a-cake, pat-a-cake, baker's man" is repeated to him. At three, he likes nothing so well as "Three little kittens lost their mittens." At five or six he will recite "Twinkle, twinkle, little star," or "Mary had a little lamb," with obvious enjoyment. At eight or nine he will read with interest "The Gingham Dog and the Calico Cat." As the child grows older, however, this first instinctive delight in poetry is often lost. Interest is likely to begin to wane as early as nine or ten years. By the age of twelve, the number who are accustomed to read poetry voluntarily includes only about 10 per cent of girls and 5 per cent of boys, although a little later the number increases considerably in the case of girls.

It is by no means certain that this loss of interest in poetry is a result of normal developmental changes. It may be that the fault lies partly with our educational system, which too often places the emphasis upon scansion and subtle interpretation, instead of teaching poetry as an art which finds its expression in beauty of word and sound. Fault lies also with the home, where poetry that is read to the child is likely to

stop with Mother Goose jingles. The majority of parents are not well enough acquainted with the world's great treasure of poetry to be able to lead and direct the child in its enjoyment.

The essence of poetry is in sound and rhythm. True enjoyment of it must come through the ear rather than through the eye. When possible, a poem should be read to the child before he reads it himself. Children should be encouraged to read poems aloud, and to memorize and recite them. In this way they will gain an appreciation that would never come from reading them as they would read stories. Very young children like to memorize little verses and jingles, but older children often have to be encouraged. The memorization of poetry is an excellent aid in mind training; it promotes concentration, improves the verbal memory, and helps to cultivate a permanent taste for poetry.

Poetry for children up to six or eight years should stress rhythm and musical swing rather than meaning. No other verses that have ever been written are as ideal for the younger children as the Mother Goose rhymes. Their irresistible rhythm, their quaint verse form, and their whimsical nonsense delight children everywhere. They are a perfect basis on which to build an appreciation of poetry.

The jingles and little verses pave the way for the poems of childhood. These, in turn, should lead to an enjoyment of lyrics, epics, sonnets, and ballads. If the child's taste for poetry has been carefully nourished up to the point where a beautiful pastoral or lyric may be truly enjoyed, there is very little danger of his losing interest later on. Too often the child's natural interest is left uncultivated, with the result that he soon turns to stories and forgets that he ever cared for poetry at all. Poetry should be read to the child both in the home and in the school, although it is well not to read too much at any one time.

In one respect the home is a better place than the school for inculcating a love of poetry; it can more readily take advantage of the psychological moment. It is far better to repeat to the child, "There's a merry brown thrush sitting up

in a tree," when a real bird is in sight, than to sandwich the reading of the poem between a history recitation and an arithmetic test. More than any other kind of literature, poetry must have its own time and place to be properly enjoyed. "The rain is raining all around," comes with special meaning when it really is raining. "How do you like to go up in a swing, up in the air so blue," will be enjoyed by the child when he has just been in a swing, or has been promised a swing. "My bed is like a little boat," or "At evening when I go to bed, I see the stars shine overhead," carries greatest meaning at bedtime. It is, of course, not always possible to find a special occasion for the presentation of a poem, but when possible the child's mood should be taken into account.

The following list of children's poetry has been divided into three sections: anthologies, or collections of poetry, that contain the work of several different poets in one volume; children's poets in separate volumes; poets who wrote for adults, but who have one or more poems in which children show interest.

Books marked with a star represent the best in each section

1. ANTHOLOGIES OF POETRY

*CHISHOLM, LOUIS

**The Golden Staircase* (Putnam, \$2.50) 5-12

An excellent collection of some of the best children's poetry.

CURTIS, ANNA L., and MANDREY, W. H.

The Friendly Poets (Hinds, \$1.12) 5-14

Poems for children from 5 to 14 years, arranged in graded form, from the first to the eighth grade.

EDGAR, M. G.

Treasury of Verse for Little Children 4-9
(Macmillan, \$2.50)

An excellent volume for the younger children, beautifully illustrated.

GAIGE, GRACE

Recitations Old and New for Boys and Girls (Appleton, \$3.00) 5-12

A well selected and attractive anthology containing most of the best known poems for children.

GRAHAME, KENNETH

The Cambridge Book of Poetry for Children (Putnam, \$1.75) 5-12

One of the best collections of the old familiar poems.

INGPEN, ROGER

One Thousand Poems for Children (Jacobs, \$2.50) 3-14

The book is in two sections: the first contains rhymes, cradle songs, fables, and riddles for the younger children; the second part, for the older children, includes ballads, lyrics, and sonnets collected from the best poets.

LANG, ANDREW

New Collected Rhymes (Longmans, \$2.20) 4-12

The Blue Poetry Book (Longmans, \$1.75) 4-12

Everything that Andrew Lang selects is suitable for children and is appealing to them.

LUCAS, EDWARD V.

A Book of Verses for Children (Holt, \$1.00) 4-10

Some of the best known poems for very young children are found in these volumes; there are proverbs, story verses, and nonsense rhymes.

OLCOTT, FRANCES J.

Story-Telling Ballads (Houghton, \$3.00) 6-14

Story-Telling Poems for Children (Houghton, \$2.00) 6-14

Two excellent volumes for the child who is beginning to lose his childish interest in mere rhyme and rhythm, and who wishes a story or a concrete meaning attached to a poem. Good also for story-telling and reading aloud.

PALGRAVE, FRANCES T.

Children's Treasury of Lyrical Poetry (Macmillan, \$1.40) 8-14

This has been considered one of the best collections made for children. Its poems are not so much the old

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142 SUGGESTIONS FOR CHILDREN'S READING

familiar ones as they are new discoveries of poems that had not found a place in other collections.

POWER, ALICE

Poems for Memorizing (Wagner, \$1.00) 5-12

An inexpensive little book of poems for memorization in the grades, selected with the help of Professor E. C. Cubberley of Stanford University.

REPPLIER, AGNES

Book of Famous Verse (Houghton, \$1.75) 9-14

Many heroic poems, war verses, and martial ballads.

SKINNER, A. M., and WICKES, F. G.

A Child's Own Book of Verse 5-12

(Macmillan, 88 cents each)

Three volumes of selected poetry.

SMITH, J. C.

A Book of Verse for Boys and Girls 4-20

(Oxford University, \$1.70)

(Co-Author, SOUTER, G.)

A Book of Ballads for Boys and Girls 4-20

(Oxford University, 85 cents)

The first book has a very complete selection of poetry for children of all ages. It may also be purchased in three or four separate volumes. Part I is for the youngest children, and Part III or IV (the last part is published in both one and two sections), for the oldest children. These are the volumes that comprised the *Oxford Little Books of Verse*.

The second book, the *Book of Ballads*, comes in one small volume, and is interesting but not as popular as the *Book of Verse*.

*STEVENSON, BURTON E.

**Home Book of Verse for Young Folks* (Holt, \$3.00) 5-12

This is one of the best collections published. It is illustrated by Pogany, and contains poems of charm and interest to the whole family. This same editor has collected a volume of *Poems of American History* that is interesting, but not as popular among children as the *Home Book of Verse*.

TILESTON, MARY W.

Sugar and Spice and All That's Nice (Little, \$2.00) 4-7

A collection of nursery rhymes and jingles.

UNTERMAYER, LOUIS (Editor)

This Singing World (Harcourt, \$3.00) 10-

Three hundred and fifty modern poems (none earlier than the nineteenth century being included) with thorough indexes, under the headings "Surge of the Sea," "Breath of the Earth," "Open Roads," "Common Things," and so on. The poems are not chosen to keep the child "innocent" and immature; they will help him to maturity by increasing his love of life, and by showing him how beautifully the senses and the spirit flow into each other. The collection will appeal as much to the adult as to the child.

WIGGIN, KATE DOUGLAS, and SMITH, NORA A.

Pinafore Palace (Doubleday, \$1.75)

Posy Ring (Houghton, \$1.00)

Golden Numbers (Houghton, \$1.20)

Three excellent collections of children's verse, including old favorites as well as some of the finest of the modern poetry. *Pinafore Palace* is a book of nursery rhymes. *Posy Ring* and *Golden Numbers* are for the older children.

No mention has been made of the Mother Goose collections, because these may be purchased in so many different editions, edited by so many different collectors and illustrators, that the parent should make his own choice according to whatever illustrations and arrangement he likes best. Every child should have a complete collection of Mother Goose rhymes for his own; as he grows older, it will be one of his most valued possessions.

2. CHILDREN'S POETS

BLAKE, WILLIAM

Songs of Innocence

8-11

Blake was an English poet who published this little volume about 1790. The poems are not among the best known in America, but children enjoy them. Among the poems in this volume are "The Laughing Song," "The

Lamb," "The Shepherd" and "The Piper," beautiful little dreamy things that appeal to children when they hear them read or recited but that seldom appeal when the child reads them himself.

CARY, ALICE and PHOEBE

Ballads for Little Folks (Houghton, \$2.00)

4-10

The poetry of the Cary sisters is of high quality, and is enjoyed even by the most unpoetical of children. This volume does not contain all their verses, but has most of the important poems. Children are especially fond of "The Leak in the Dike."

COOK, ELIZA

The poems of this English poet are generally found in collections rather than in separate volumes. Her poem that is most popular with children is "Try Again," a narrative ballad that tells of the lesson King Bruce of Scotland learned from a spider.

DE LA MARE, WALTER

Down—Adown Derry (Holt, \$3.00)

5-

A beautifully illustrated volume of sixty of Mr. De La Mare's best fairy poems. Children as a rule have to be taught an appreciation of de la Mare, and it is only the rare child who fully enjoys him. The true genius of his work—his subtle whimsy and delicate touch—is too often lost upon the child mind. The imaginative child, however, who has a true love for beauty and rhythm, may learn to enjoy the fairylike delicacy of De La Mare's poetical gems.

Peacock Pie (Holt, \$2.25)

5-

A book of whimsical little verses, that quite young children often enjoy.

A Child's Day (Holt, \$1.75)

8-13

Lilting verses, some comic, delicately sweet, which make an ordinary little girl's ordinary day something golden and delicious and memorable. Illustrations by Winifred Bromhall exactly suit the merry text.

DODGE, MARY MAPES

When Life Is Young (Century, \$1.75)

4-11

Poems and Verses (Century, \$1.75)

4-11

Two books of verses, originally published in *St. Nicholas*. Adults will remember these poems from their own childhood days when they read them as they were first published by this favorite editor of *St. Nicholas*.

*FIELD, EUGENE

<i>Lullaby Land</i> (Scribner, \$1.75)	4-14
* <i>Poems of Childhood</i> (Scribner, \$2.50)	3-14
<i>With Trumpet and Drum</i> (Scribner, \$1.25)	3-14
<i>Love Songs of Childhood</i> (Scribner, \$1.25)	3-14
<i>Songs of Childhood</i> (Scribner, \$1.50)	3-14

The second volume, *Poems of Childhood* is the best to own. It contains poems selected from the other volumes, "Wynken, Blynken and Nod," "Fiddle-de-dee" and other favorites. The last volume named, the *Songs of Childhood*, contains music as well as words, and is also known as the *Field-de Koven Song Book*. Eugene Field is often considered the greatest of the children's poets, but much of his poetry is written from an adult viewpoint. It is of two kinds, (1) the musical, dreamy lullaby type, as:

Wynken, Blynken, and Nod one night
Sailed off in a wooden shoe,—
Sailed on a river of crystal light
Into a sea of dew,
etc.

and (2) the quaint little story poems, as "The Duel":

The gingham dog and the calico cat
Side by side on the table sat;
'Twas half past twelve, (what do you think!)
Nor one nor t' other had slept a wink!
etc.

Field has poems to meet almost every occasion. They should be read to the child wherever possible, rather than read by the child.

FOLLEN, ELIZA LEE

Mrs. Follen is another poet whose works are more often met with in collections than in separate volumes. She is perhaps best known for her poem, "The Three Little Kittens." While her work does not rank with the best in poetical quality, it has a simplicity and charm that makes it appeal to children.

FYLEMAN, ROSE

Rose Fyleman's Fairy Book (Doran, \$3.50) 5-10

Gracious, imaginative poems full of understanding gravity or humor, illustrated with color plates delicately in keeping with the dreamy, fanciful text.

HOLMES, OLIVER WENDELL

Selected Poems 10-

Although Holmes is not generally considered one of the children's poets, his poems have a straightforward simplicity and, in many instances, a bright humor that makes them popular with children. Holmes' poems are often found in school textbooks, for which reason children seldom choose his volumes for home reading, but they enjoy his poems when they hear them read. His most popular poems with children are: "The Wonderful One-Horse Shay," "The Chambered Nautilus," "Old Ironside," "The Ballad of the Oysterman."

HOWITT, MARY and WILLIAM

Poems

William Howitt and his wife, Mary, wrote many charming poems for children. Perhaps the best known is "The Spider and the Fly," written by Mrs. Howitt; it has been arranged as a song with the clanging refrain "Will you, won't you, will you, won't you, will you, Mr. Fly?" As such it is parodied by Lewis Carroll in the song for the Lobster Quadrille, in *Alice*.

LAMB, CHARLES and MARY

Poetry for Children (Dutton, \$1.50) 5-12

This is a volume of charming little poems, each bearing an obvious moral.

LEAR, EDWARD

The Complete Nonsense Book (Duffield, \$3.50) 5-13

This volume is a collection of all the nonsense poems written by Lear that were formerly published in separate books. The nonsense verse of Lear is of the Mother Goose type, and it holds a decided place in the affections of children. "The Owl and the Pussycat" is perhaps the most familiar, as it is put to music and often sung in the schools, but young readers will find his other poems equally delightful.

LONGFELLOW, HENRY W.*Selected Poems*

Longfellow is often called "The Children's Poet." He did not always write for children, but, like Riley and Whittier, his poems have a peculiar appeal to childhood. Among his longer poems that children enjoy, are: "The Courtship of Miles Standish," "Evangeline," "Hiawatha." These may all be obtained in separate volumes. Among his shorter poems, the most familiar are: "The Wreck of the Hesperus," "The Skeleton in Armor," "The Rainy Day," "The Psalm of Life," and "The Building of the Ship."

MILNE, A. A.*When We Were Very Young* (Dutton, \$3.50)

5-8

Verses comic, imaginative, and musical; the ideas are simple without being limited or patronizing to the mind of the child. The verses have the charm of repetition and whimsy, and the briskly funny, charming illustrations of Ernest H. Shepard support perfectly the intent of the versifier.

RANDS, WILLIAM BRIGHTY*Lilliput Lyrics* (Lane, \$1.50)

6-12

This poet wrote under the name of Matthew Browne. He was an English author who had a decided genius for writing the things that the child himself might have written. "The Wonderful World" is his best-known poem. This begins:

Great, wide, beautiful, wonderful world,
With the wonderful water round you curled.

RICHARDS, LAURA E.*In My Nursery* (Little, \$1.75)

4-8

Little rhymes and jingles for the younger children.

RILEY, JAMES WHITCOMB*Rhymes of Childhood* (Bobbs-Merrill, \$2.00)

5-15

Book of Joyous Children (Bobbs-Merrill, \$2.00)

5-15

Child World (Bobbs-Merrill, \$2.00)

5-15

The Raggedy Man (Bobbs-Merrill, \$1.50)

5-15

Riley coupled exceptional poetic talent with a rare insight into child feeling. Many of his poems for children

are unexcelled for their lilting swing and their joyous appreciation of the simple, wholesome delights of life on the farm and in the small town.

ROSSETTI, CHRISTINA

Sing-Song (Macmillan, 48 cents) 9-13

Uphill (Macmillan, \$1.00) 9-13

Christina Rossetti is ranked among the best of the nineteenth century women poets.

The first-named book, *Sing-Song*, contains several short poems, and is the most popular of the books among children.

SEEGMILLER, WILHELMINA

Little Rhymes for Little Readers (Rand, \$1.00) 5-10

Miss Seegmiller's rhymes for children are not very well-known, but they are pretty and musical, and of considerable poetic quality.

SHERMAN, FRANK D.

Little-folk Lyrics (Houghton, 96 cents) 5-9

This is a book of pleasing verse about flowers, birds, and the outdoor play of children.

*STEVENSON, ROBERT LOUIS

**A Child's Garden of Verses* 5-12

This famous book of children's verse is published in almost as many different editions as Mother Goose, Stevenson's child poems need little comment. It is enough to say that every child should own a copy of the *Child's Garden*. Stevenson had himself the heart of an eager, imaginative child, and his poems are among the most charming that have ever been written.

TAYLOR, ANN and JANE, and O'KEEFE, ADELAIDE

The Original Poems and Others (Stokes, \$2.50) 4-10

The poems of Ann and Jane Taylor have been popular among children for more than a hundred years. "Twinkle, twinkle, little star," and "I love little pussy, her coat is so warm," are the most familiar of Jane Taylor's works, and the moral story-verses of "Meddlesome Matty" and "Greedy Richard" are the best known of her sister, Ann.

THAXTER, CELIA

Stories and Poems for Children (Houghton, \$1.75) 5-10

There are some nature poems in this volume that are very lovely.

WHITTIER, JOHN GREENLEAF

Snowbound and Selected Poems 10-

This volume of Whittier's poems contains the well-known poems, "Skipper Ireson's Ride," and "Telling the Bees," and many other home favorites. Besides this volume the older child will also enjoy the regular standard edition of Whittier, containing "Barbara Frietchie," and all of the other well-known ballads and lyrics.

3. SELECTIONS FROM POETICAL WORKS

In the following list are the names of famous poets who have written poems that have appealed to children. No publishers are given as the poems may be found in many different volumes.

BROWNING, ROBERT

"The Pied Piper of Hamelin," among children, is the most popular of Browning's poems. Some of the songs in "Pippa Passes" are also of interest to them.

BRYANT, WILLIAM C.

Many of Bryant's nature poems are suitable for children. His collection, *Thanatopsis and other Poems*, contains "The Planting of the Apple Tree," "The Death of the Flowers," and "To a Waterfowl," all of which find their place in seventh and eighth grade readers. Children, strangely enough, like "Thanatopsis," in spite of its somber tone.

BURNS, ROBERT

The Scotch dialect in Burns's poems prevents them from becoming very popular with children, who find it difficult to understand the meaning of some of the words. An occasional poem of Burns, however, such as "Duncan Gray," "Highland Mary," or "My Luv's Like a Red, Red Rose," will appeal to the older children.

BYRON, LORD

"The Prisoner of Chillon" and "Childe Harold" are two of Byron's poems that the twelve- or thirteen-year-old boy or girl may enjoy.

COLERIDGE, SAMUEL

The Ancient Mariner

Nearly all children of eleven years and older like this narrative poem, the tale of the lost ship with its one living survivor. The poem has a fine swing and rhythm, an absorbing story content, and rich picturesque detail.

EMERSON, RALPH WALDO

This famous American writer composed several short poems that are of interest to children. The "Fable," which begins:

The mountain and the squirrel had a quarrel
And the former called the latter Little Prig, etc.

is one of the best known, but there are others that are equally good for children. Emerson, as one of our best known American poets, should be read, in part anyway, by all our school children.

HUNT, LEIGH

This English poet is known chiefly because of his moral poem, "Abou Ben Adhem," which is a universal favorite among boys.

KEATS, JOHN

Keats should be given only to the older children. They will like the narrative poems, "The Eve of St. Agnes," "Isabella," and "Ode to a Nightingale."

KIPLING, RUDYARD

Kipling's poems appeal mostly to boys, who enjoy the martial swing, the vigorous action, and the story content.

LOWELL, JAMES RUSSELL

"The Vision of Sir Launfal" is Lowell's most popular poem among boys and girls. They enjoy the nobility of sentiment and the heroic feeling that the poem contains. "The Shepherd of King Admetus" is one of Lowell's shorter poems that is well-known, and "The Courtin'" is one which is full of comedy and character.

MACAULAY, T. B.

Lays of Ancient Rome

For children from nine to twelve, there is no more popular poetry than that contained in the *Lays* of Macaulay. The quick, stirring action, the prominent narrative element, and the fine martial swing of the different poems, make them exceedingly interesting to children. "Horatius at the Bridge" is especially popular with boy readers.

MILTON, JOHN

Milton, the blind poet, "sang in his darkness" much that appeals to the older child. His two long poems "L'Allegro" and "Il Penseroso" are often studied in high school.

POE, EDGAR ALLAN

"The Raven" is the most popular of Poe's work, with children. A few of his other poems, such as "Eldorado," are also suitable for children's reading and are enjoyed by them.

SCOTT, SIR WALTER

There are few children who do not like Scott's poems. They like especially well "The Lady of the Lake," "The Lay of the Last Minstrel" and "Marmion," but as these poems are so long, the child's taste for poetry must have been cultivated to enable him to get the most pleasure from them.

SERVICE, ROBERT

Rhymes of a Red Cross Man

Rhymes of a Rolling Stone

The work of Service has a hearty stirring quality that makes it particularly appealing to high-school boys, who will often read these rhymes of adventurous activity with their attractive story quality when they could not be interested in real poetry.

*SHAKESPEARE, WILLIAM

Shakespeare is interesting to children from thirteen to fourteen years on, provided they have been helped, by suggestion and explanation, to an understanding of his work.

SHELLEY, PERCY B.

"To a Skylark," "The Cloud," "The Sensitive Plant," and "Music When Soft Voices Die," are the poems that children like best from Shelley's work.

TENNYSON, ALFRED

The beauty and music of Tennyson's poems make them suitable for every age, even for young children who do not always understand his meaning. "The Idylls of the King" and "The Princess," which contain some of his finest poems, are greatly enjoyed by children. "The Charge of the Light Brigade," "The Lady of Shalott," "Lady Clare," "Maud," and "Sir Galahad," are perhaps the best known of the shorter poems.

WORDSWORTH, WILLIAM

Nearly all of Wordsworth's poems are suitable for children. "Lucy Gray," "We are Seven," and "Daffodils" illustrate their simplicity, sweetness and charm. "Daffodils" is excellent for children to memorize.

4. ART

BACON, DOLORES

Pictures Every Child Should Know 9-13
(Grosset, \$1.00)

An account and reproductions of famous pictures, that almost any child will enjoy.

BARSTOW, CHARLES L.

Famous Pictures (Century, \$1.50) 10-15
Famous Sculpture (Century, \$1.50) 10-15
Famous Buildings (Century, \$1.50) 10-15

The younger children will like to look at the illustrations in these books, and the older child, who is developing artistic ability, will find the text instructive and interesting.

BRIGHAM, GERTRUDE R.

The Study and Enjoyment of Pictures (Sully, \$1.50) 13-

A guide to pictures that will be of interest to the older child who is making a study of art. It may also be used as a reference book in the home or school.

BYRANT, L. M.

The Children's Book of Celebrated Pictures 9-14
(Century, \$2.50)

The Children's Book of Celebrated Sculpture 9-14
(Century, \$2.50)

The first has fifty reproductions of famous pictures, each with a page of explanation, written in an easy, simple style that is pleasing to children. The second is an excellent book on sculpture. This author has also written several books on art for adult readers. These are: *What Pictures to See in America*, *What Pictures to See in Europe*, *What Sculpture to See in Europe*, *Famous Pictures of Real Animals*, *French Pictures and Their Painters*.

CAFFIN, CHARLES H.

A Child's Guide to Pictures 9-15
(Baker & Taylor, \$1.25)

A handbook of famous pictures, which are reproduced and described. Some of the fundamental principles of art are explained in an interesting way. Mr. Caffin has also written *How to Study Pictures*, *The Story of Dutch Painting*, *The Story of French Painting*, and *The Story of Spanish Painting*.

CHANDLER, ANNA C.

Magic Pictures of Long Ago (Holt, \$1.40) 10-14
More Magic Pictures of Long Ago (Holt, \$1.40) 10-14

Stories of people and art in ancient Egypt, Rome, and Greece. The book is illustrated by pictures of art collections in the Metropolitan Museum, New York.

CLEMENT, C. E.

Stories of Art and Artists (Houghton, \$5.00) 12-16

Many fine reproductions of pictures, and some interesting accounts of artists.

COX, GEORGE J.

Pottery (Macmillan, \$1.80) 14-

The history and methods of making pottery. A beautifully printed book, but one that would only interest the older child who was, in some measure, a craftsman.

DE FOREST, JULIA B.

A Short History of Art (Dodd, \$4.50) 12-

A beautiful book, with 250 or more illustrations, giving a history of art that the layman will enjoy.

EMERY, M. S.

How to Enjoy Pictures (Prang, \$1.50) 11-

A good supplementary reader for fifth or sixth grade, or even higher. Different pictures are described, and explained; the style of writing is good, and the illustrations are copies of beautiful pictures.

McSPADDEN, J. WALKER

Famous Painters of America (Dodd, \$3.50) 12-

An interesting account of the lives and works of some of the most prominent and distinguished of our American painters.

OLIVER, MAUD I.

First Steps in the Enjoyment of Pictures 12-16
(Holt, \$1.50)

An essay on the appreciation of art

PAGE COMPANY (Publisher)

The Art Galleries of America and Europe 12-
(Page, \$2.00 each Vol.)

A series of volumes written by different writers. The books are all well illustrated and the text is interesting to read.

POWERS, ELLA M.

Stories of Famous Pictures 6-9
(Educational Publishing Co., 75 cents each Vol.)

Two inexpensive volumes for very young children. They contain reproductions of famous pictures, and brief but illuminating discussions that may be read to the child.

SYRETT, NETTA

Rachel and the Seven Wonders (Stokes, \$1.75) 9-15

A little girl travels about the world and sees the Seven Wonders: the great pyramid, the statue of Jupiter at

Olympia, and the others. An attractive book, interesting and informational. An excellent gift book for a girl.

THURSTON, CARL H. P.

The Art of Looking at Pictures (Dodd, \$2.00) 12-

A discussion of the principles of art, and what constitutes enjoyment of art.

*WHITCOMB, IDA P.

**Young People's Story of Art* (Dodd, \$3.50) 9-13

An historical sketch of paintings, architecture, and sculpture, written in an interesting way for children. Well illustrated.

5. MUSIC

AUSTIN, ERNEST

The Fairyland of Music (Dutton, \$2.50) 8-13

A book written to awaken in children an appreciation of music. It is written in story form, and musical examples are given.

BACON, DOLORES

Operas Every Child Should Know (Grosset, \$1.00) 9-13

An inexpensive book telling some of the stories of world-famous operas. Children like such books because of the pleasing tales, and they may get in this way a good introduction to opera.

CHAPIN, ANNA A.

Wonder Tales from Wagner (Harper, \$1.75) 9-14

A very popular book among children. This author has also published two other interesting books on music: *Masters of Music—Their Life and Work*, and *Makers of Song*.

ELSON, LOUIS C.

Great Composers and Their Work (Page, \$2.00) 15-

A sketch of the lives of some of the world-famous composers, with special reference to the compositions for which they are best known. Only for the older child who has studied music to some extent and understands musical terms.

GUERBER, H. A.

Stories of the Wagner Opera (Dodd, \$1.75) 12-

Stories of Famous Operas (Dodd, \$1.75) 12-

Stories of Popular Operas (Dodd, \$1.75) 12-

Illustrated tales that are interesting for their story content as well as their instructiveness about operas.

HAMILTON, CLARENCE G.

Outlines of Music History (Ditson, \$1.50) 13-

A good book for the serious student of music.

MACY, JAMES C.

Young People's Illustrated History of Music 12-
(Ditson, \$1.00)

Biographies and portraits of famous musicians. One of the older books that has been revised and is now published in very attractive form.

MASON, DANIEL

Guide to Music for Beginners and Others 12-15
(Baker, \$1.25)

This book teaches the child to understand musical theory. Appreciative rather than historical.

SCHOLES, P. A.

Second Book of the Great Musicians 10-15
(Oxford University, \$1.70)

Interesting short accounts of well-known musicians and their compositions.

SMITH, LAURA R.

Sixty Musical Games and Recreations 10-14
(Ditson, 75 cents)

This book is more for the teacher than for the child. It contains many musical games and suggestions for recitals that may be easily worked up.

UPTON, GEORGE P.

In Music Land (McClurg, \$1.50) 11-16

Different composers and their scores are discussed in an interesting way. An illustrated handbook of music written especially for young people.

WEIR, A. E.

Songs the Children Love to Sing (Appleton, \$1.25) 6-13

A collection of folk songs and children's melodies well adapted to children's musical tastes. Recommended for home use, as the adult, as well as the child, will enjoy the quaint old songs and pretty melodies that are selected. The author has a long list of other books in the same series, of which the volumes of simpler selections of violin and piano music are suitable for children. The series contains also selections from grand and light operas, sacred music, ballads, etc.

*WHITCOMB, IDA P.

**Young People's Story of Music* (Dodd, \$3.50) 9-14

One of the best books of its kind. It is interesting, gives a good survey of the history of music, and contains chapters on the leading composers.

6. DRAMA

BALDWIN, SIDNEY

Five Plays and Five Pantomimes (Penn, \$1.50) 8-12

A volume of interesting plays, good both for reading and acting.

BARRIE, JAMES M.

Half Hours (Scribner, \$1.25) 15-

A group of four short plays, interesting to the high-school age, "Pantaloons," "The Twelve Pound Look," "Rosalind," and "The Will."

COHEN, HELEN L.

The Junior Play Book (Harcourt, \$1.48) 9-13

A collection of modern plays that may either be read or produced in the school. Good also for general reading.

DRINKWATER, JOHN

Abraham Lincoln (Houghton, 85 cents) 13-

One of the world's greatest plays. It will probably not be enjoyed by the average child before the age of 14 or 15, but it should not be overlooked by teachers of literature in the high school.

DUNSANY, LORD

- Five Plays* (Little, \$1.65) 15-
Plays of Gods and Men (Putnam, \$1.75) 15-

Lord Dunsany is another author whose plays may only be recommended for high-school, or, at the lowest, junior high-school, ages. "A Night at an Inn" is good Stevensonian terror, and is frequently produced in preparatory schools. The generalized characters, biblical style, and tense dramatic quality of Dunsany make his one act plays acceptable and adaptable to boys and girls.

MACKAY, CONSTANCE D.

- House of the Heart* (Holt, \$1.25) 9-12
Silver Thread (Holt, \$1.25) 9-12
Patriotic Plays and Pageants (Holt, \$1.40) 9-12

Three books of plays written for younger children. The first contains little fairy tales and morality plays; the second, folk plays from Italy, Norway, France, and other countries; and the third contains patriotic plays suitable for school use.

MEIGS, CORNELIA

- The Steadfast Princess* (Macmillan, 75 cents) 8-13

A pretty little play written especially for children. It won a prize from the Drama League in 1915, and it has been found since then to be well liked and enjoyed by children.

*MOSES, MONTROSE J. (Editor)

- *Treasury of Plays for Children* (Little, \$3.00) 8-14

A splendid collection of children's plays, charmingly illustrated by Tony Sarg. The book contains many stories by famous authors, put in play form, and also has many original children's plays. Christina Rossetti, H. C. Bunner, Lewis Carroll, and other well-known writers are represented.

PEABODY, JOSEPHINE P.

- The Piper* (Houghton, \$1.75) 9-15

A dramatized version of Browning's "Pied Piper." It has been made into a delightful play, written with a literary finish and a charm that has made Browning's beautiful poem still more beautiful.

ROSTAND, EDMOND

Cyrano de Bergerac

14-

A French play that has taken its place as one of the greatest dramas in history. It is interesting to young people as well as to adults. High school children are rarely given it to read that they do not consume it with intense interest. No character of Shakespeare has endeared himself to the adolescent boy as has the swaggering, courageous Cyrano, the homeliest man in literature and one of the bravest.

SHAKESPEARE, WILLIAM

*Complete Works

Not all of Shakespeare's plays will interest children under fifteen, but "Midsummer Night's Dream," "As You Like It," and "The Merchant of Venice," are understood and enjoyed. All children should read Shakespeare as soon as they are ready for him, but he should not be forced upon them.

SMITH, EVELYN (Editor)

Form Room Plays (Dutton, 60 cents each Vol.)

11-

A good two-volume collection including plays adapted from Hans Andersen, Dickens, Scott, and Chaucer. Well adapted to children's interests.

WALKER, ALICE J.

Brief Plays for the Young (Holt, \$1.75)

9-12

Little Plays from American History (Holt, \$1.40)

9-12

Two books of historical and patriotic plays, suitable for school use. Though neither book is of special distinction, the plays are pleasing and interesting to children.

WELLS, CAROLYN

Jolly Plays for Holidays (Baker, 60 cents)

10-14

Six plays suitable for reading or acting in holiday seasons.

WILBUR, HARRIETTE, and others

Little Plays for Little Players (Baker, 35 cents)

9-13

A group of eleven simple plays, suitable for staging with child players. The book makes interesting reading as well as acceptable dramatic material.

WRIGHT, L. C.

Story Plays (Barnes, \$1.60)

9-12

A good collection of plays that both boys and girls enjoy reading.

CHAPTER XIII

HISTORY, BIOGRAPHY, AND TRAVEL

1. *American History*
2. *Histories of Other Countries*
3. *Stories of Early Peoples and the Progress of Civilization*
4. *Historical Narratives*
5. *Biographies and Professions*
6. *Travel—United States*
7. *Other Countries and Their People*
8. *Civics*

Biographical and historical books are closely related. A history of any country, of any people, must entail an account of the outstanding figures who contributed toward the country's welfare or downfall; and a biography of any man or woman must necessarily deal with the historical conditions under which he lived.

In the lists which follow, an attempt has been made to put the books that deal with a single character under Biography, and the books that deal with a group of characters under History. The books on the history of mankind, that is, evolutionary accounts of the progress of man, do not, perhaps, belong in an historical section, as many of the events related are more or less legendary. They have been included here, however, because the greater part of them attempt to link the legendary material with later historical facts. These books are extremely interesting to children, and they form an excellent historical background for a later study of science and history.

Perhaps the most interesting of the books listed in this

section are the historical narratives. There has been no little argument on the subject of historical fiction—books that mix historical and fictional characters and events. Many critics hold that these books are quite worthless, that they give the child a wrong idea of the characters and times with which they deal, and that they spoil the taste for good historical works. This argument is undoubtedly well founded as regards many books. Of the many historical novels written in the past century, by far the greater number are historically inaccurate. However, when history is written in an entertaining way, with the introduction of a few fictitious characters, but with the general facts accurate, it is probably the most effective method of presenting it to children. Many of the books listed under Historical Narratives would not meet general adult approval, but they have been approved by children, who are, after all, the final arbiters as to what they shall read. It was difficult to make any limited choice of books out of the thousands of historical narratives that presented themselves for consideration, and the list given does not by any means exhaust the supply of commendable books. For the student or teacher who wishes to make a further choice in this field, there are two excellent guides that are now on the market: *Guide to Historical Fiction*, by Ernest A. Baker, Macmillan, 1914; and *A Guide to the Best Historical Novels and Tales* by Jonathan Nield, Putnam's, 1925. These books list and describe thousands of historical narratives, both juvenile and adult, and both lists are compiled with accuracy and with scholarly treatment.

Books marked with a star represent the best in each section

1. AMERICAN HISTORY

ABBOTT, J. S. C.

- | | |
|-------------------------------------|-------|
| American Pioneer and Patriot Series | 10-14 |
| (Dodd, \$1.50 each) | |

Abbott sketches our country's history by recording interesting events in the lives of some of our famous men. His graphic accounts are useful for supplementary reading. The more important titles are:

La Salle: his Discoveries and Adventures with the Indians
Miles Standish: the Captain of the Pilgrims
George Washington and the Revolutionary War
Daniel Boone and the Early Settlement of Kentucky
Kit Carson, the Pioneer of the Far West

ABBOTT, WILLIS J.

- | | |
|--|-------|
| <i>The Story of the American Merchant Marine</i> | 11-15 |
| (Dodd, \$2.00) | |
| <i>The Story of our Navy</i> (Dodd, \$2.50) | 11-15 |
| <i>Soldiers of the Sea</i> (Dodd, \$2.50) | 11-15 |

The history of the navy, the marine corps, and the merchant marine, told in a vivid, interesting way. Boys, especially, like these books. Mr. Abbott has also written *Blue Jackets of '76,—'61,—1812,—and 1918*, four separate books of war narrative.

BALDWIN, JAMES

- | | |
|---------------------------------------|-------|
| <i>Discovery of the Old Northwest</i> | 11-14 |
| <i>Conquest of the Old Northwest</i> | 11-14 |
| (American Book, 72 cents each) | |

Connected sketches telling of early exploration and discoveries.

BLAISDELL, A. F., and BALL, F. K.

- | | |
|---|------|
| <i>Hero Stories from American History</i> (Little, \$1.20) | 9-12 |
| <i>Pioneers of America</i> (Little, \$1.20) | 9-12 |
| <i>Heroic Deeds of American Sailors</i> (Little, \$1.20) | 9-12 |
| <i>Short Stories from American History</i> (Little, \$1.20) | 8-10 |
| <i>American History for Little Folks</i> (Little, \$1.20) | 7-9 |

Good historical stories that all young Americans will enjoy reading. The authors employ an entertaining style,

and, although historians point out inaccuracies in their work, their errors are not glaring, and they have shown no little ability in adapting their material to children's interests. Mr. Blaisdell's supplementary readers are excellent for school use. (Published by Little.)

BROOKS, ELBRIDGE S.

- | | |
|--|-------|
| <i>Story of our War with Spain</i> (Lothrop, \$2.00) | 10-14 |
| <i>The American Sailor</i> (Lothrop, \$2.00) | 10-14 |
| <i>The American Indian</i> (Lothrop, \$2.00) | 10-14 |

The last two are sketches showing the order of events in the history of our navy and the national position of the Indian.

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| <i>Story of the Nineteenth Century</i> (Lothrop, \$2.00) | 10-15 |
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A connective account of the important events in the nineteenth century, told in narrative form.

BURNHAM, SMITH

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| <i>The Making of our Country</i> (Winston, \$1.68) | 10-14 |
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A textbook for use in the schools, but containing such appealing material that it is valuable for the home library. Mr. Burnham has also written *Hero Tales from History*, and *Our Beginnings in Europe and America*.

CENTURY COMPANY (Publisher)

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| Century Readings in U. S. History
(Century, 85 cents each book) | 10-15 |
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A series of six interesting books, made up of stories from the Century magazine and St. Nicholas. The books deal with *The Civil War*, *The Colonists and the Revolution*, *Explorers and Settlers*, *A New Nation*, *The Progress of a United People*, and *The Westward Movement*.

CHANNING, EDWARD

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|---|-----|
| <i>First Lessons in U. S. History</i> (Macmillan, 60 cents) | 12- |
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A connected narrative giving the history of America in biographical and anecdotal form. Well illustrated with colored plates.

*** EGGLESTON, EDWARD**

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|--|------|
| <i>A History of the United States</i> (Appleton, \$4.00) | 8-15 |
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This is one of the best of the United States histories for children. All of this author's work is good. Strangely

enough, our literature is rather lacking in good histories of our own country for children. There are plenty of good biographical tales, and many historical narratives, but we need more well illustrated, interesting accounts of our own history.

ELSON and MACMULLAN

The Story of Our Country 10-14
(World Book, Vol. I, \$1.00; Vol. II, 88 cents)

This work is in two volumes, more suited to school than to home use; however, it is well written, and will give the child an excellent historical background for further reading. A third book in this series is *The Story of the Old World*, which deals with European history in the same manner as the first two books deal with America.

EVANS, LAWTON B.

America First (Bradley, \$2.50) 8-14

Stories of famous characters in American history. This book is chiefly to be recommended for its illustrations.

FARIS, JOHN T.

Makers of our History (Ginn, \$1.00) 9-14

Real Stories from our History (Ginn, 92 cents) 9-14

Short stories of famous characters and interesting incidents in American history.

GORDY, WILBUR

Stories of American Explorers (Scribner, 80 cents) 9-15

Colonial Days (Scribner, 80 cents) 9-15

American Leaders and Heroes (Scribner, \$1.00) 9-15

Accurate material put in interesting form. Gordy's *Elementary History* is widely used as a school text.

HIGGINSON, THOMAS W.

Book of American Explorers (Longmans, \$1.50) 11-15

Young Folks' History of the United States 11-15

(Longmans, \$1.40)

The first is a book of the narratives of explorers, as told by themselves. The book begins with the stories of the first Norsemen and brings the history of exploration down to the settlers of Massachusetts Bay. The second book is a good history for home reading.

HILL, FREDERICK T.

On the Trail of Grant and Lee (Appleton, \$2.00) 11-14

On the Trail of Washington (Appleton, \$2.50) 11-14

Two good historical narratives for boys. The first deals with the Civil War and presents an outline in story form, of the different campaigns. The second tells of the Revolutionary War, and gives a splendid picture of Washington. Both books contain lively dramatic passages and serve to give the child a living interest in history.

HOLLAND, RUPERT S.

Historic Adventures (Jacobs, \$2.00) 10-16

Historic Events of Colonial Days (Jacobs, \$2.00) 10-16

Narratives of thrilling incidents in America's history.

HUTCHINSON, FREDERICK

The Men Who Found America 9-11
(Barse & Hopkins, \$1.50)

Twelve stories of the men who discovered America, well told and adapted to the interests of young children.

LAMPREY, L.

Days of the Colonists (Stokes, \$2.50) 10-15

Days of the Discoverers (Stokes, \$2.50) 10-15

Days of the Commanders (Stokes, \$2.50) 10-15

Three interesting books of American history, dealing with the adventurous side of lives and events. They should be especially enjoyed by boys, but girls will like them too.

LUCIA, ROSE

Stories of American Discoverers for Little Americans 6-9
(American Book, 60 cents)

A good supplementary reader for either the second or third grade.

NEIHARDT, JOHN G.

The Splendid Wayfaring (Macmillan, \$1.75) 11-16

A book that is somewhat out of the ordinary as histories go. It relates the adventures of the explorers of the great central route from the Missouri River to the Pacific Ocean, the men who opened the central road to the West. A well illustrated, soundly historical account.

PARKMAN, FRANCIS

The Oregon Trail 11-16

A biographical narrative describing the beginnings of western development in the United States. (Also listed under Travel.)

ROLT-WHEELER, FRANCIS

In the Days Before Columbus (Doran, \$1.50) 9-16

The Quest of the Western World (Doran, \$1.50) 9-16

The Coming of the Peoples (Doran, \$1.50) 9-16

Three books of American history told in narrative style, and forming a consecutive series. Mr. Rolt-Wheeler is among the most popular of modern juvenile book writers.

SPEARS, JOHN R.

The Story of the American Merchant Marine 12-16
(Macmillan, \$1.50)

A new edition of this narrative which has met with considerable popularity, both in home and school.

TAPPAN, EVA MARCH

The Story of our Constitution (Lothrop, \$1.50) 10-16

American Hero Stories (Houghton, 92 cents) 10-16

American History Stories for Very Young Readers 7-12
(Houghton, \$1.50)

Dr. Tappan has considerable talent for making history a graphic reality.

USHER, ROLAND G.

The Story of the Pilgrims for Children 8-10
(Macmillan, \$1.50)

A story for children that uses the Pilgrim leaders as the chief characters. A good book for vivifying the characters and incidents of Pilgrim days.

2. HISTORIES OF OTHER COUNTRIES

BLAISDELL, A. F., and BALL, F. K.

English History Story Book (Little, 80 cents) 8-11

A collection of historical anecdotes concerning England, from the time of the Druids up to the present day.

DALE, LUCY

Stories from European History (Longmans, 80 cents) 9-13

An attractive volume of stories and biographies of historical characters; a book very pleasing to children.

DICKENS, CHARLES

Child's History of England 11-15

A standard work, published in many editions. It is often enjoyed by children, but teachers should take into consideration the fact that it is decidedly anti-Catholic in its treatment.

EVANS, LAWTON B.

Old Time Tales (Bradley, \$2.00) 8-13

A *résumé* in story form of the world's history. The first part of the book is largely mythology, but the last part is history. An attractive book that most children should enjoy.

FRASER, CHELSEA C.

Boys' Book of Battles (Crowell, \$1.75) 10-15

An account of some of the world's great battles, bringing out the change that has gradually come about in weapons and methods of conducting warfare.

FROISSART, SIR JOHN

The Chronicles 11-15

These are traditional accounts of events and characters in medieval England, France, Spain, etc. They may be obtained in many good editions. The one published by Dutton (\$3.00) contains beautiful illustrations in color.

GRIFFIS, WILLIAM ELLIOTT

Bonnie Scotland (Houghton, \$1.10) 11-14*Belgium, the Land of Art* (Houghton, \$1.10) 11-14*Young People's History of Holland* 11-14
(Houghton, \$1.10)*Japan, in History, Folk-Lore, and Art* 11-14
(Houghton, \$1.10)

Four excellent books, that give the history of different countries in pleasant narrative style. Good for supplementary reading in the schools.

HALL, JENNIE

Buried Cities (Macmillan, \$2.00) 12-16

Stories of the way in which Pompeii, Mycenæ, and Olympia became buried cities, followed in each case by a great number of photographs and drawings of houses, utensils, etc. The first two divisions are vivified by presenting antique characters in the setting of the towns as they originally were, and the last is made interesting by showing the archæologist Schliemann examining the excavated treasures of Mycenæ with characteristic enthusiasm.

HANSHAW, HAZEL P.

My Book of Best Stories from History 7-13
(Funk & Wagnalls, \$3.00)

A beautiful book, dealing mostly with English history.

HODGDON, JEANNETTE R.

The Enchanted Past (Ginn, 88 cents) 9-14

Stories showing the development of historical institutions, such as art and religion, told in an interesting way.

JUSSERAND, JEAN

English Wayfaring Life in the Middle Ages 15-
(Putnam, \$7.50)

An accurate and scholarly book, full of fun, with sympathy for the viewpoint of the modern reader.

KRAPP, GEORGE PHILIP

In Oldest England (Longmans, 85 cents) 10-14

A story of ancient Britain that gives an excellent background for a study of English history.

MACGREGOR, MARY

Story of France (Stokes, \$5.00) 9-14

A history of France told in simple story form.

MARSHALL, H. E.

Our Empire Story (Stokes, \$5.00) 9-14

An Island Story (Stokes, \$5.00) 9-14

Scotland's Story (Stokes, \$5.00) 9-14

These three books together form a very entertaining story of the history of the British Empire.

PUTNAM (Publisher)

The Stories of the Nations (Putnam, \$2.50 each Vol.) 11-

A unique series of books presenting ancient and modern history in an accurate and appealing way. There are seventy-six volumes in the series. Each book is written by an author selected for his knowledge of the subject. The books are highly commendable both as to style of publication and as to content. Many of the volumes should be in the high school library and the home library. Parents and teachers who are interested in history are advised to write to Putnam's for the list of titles in the series.

SCOTT, SIR WALTER

Tales of a Grandfather

10-15

True stories from the stirring history of Scotland written by a master novelist.

*TAPPAN, EVA MARCH

The Little Book of the War (Houghton, \$1.35) 8-14*Story of the Roman People* (Houghton, \$1.32) 10-15*Story of the Greek People* (Houghton, \$1.32) 10-15*In the Days of Alfred the Great* (Lothrop, \$1.50) 10-15*In the Days of William the Conqueror* 10-15
(Lothrop, \$1.50)*In the Days of Queen Elizabeth* (Lothrop, \$1.50) 10-15*In the Days of Queen Victoria* (Lothrop, \$1.50) 10-15

All of Dr. Tappan's books may be highly recommended. *The Little Book of the War* is a story of the Great War, written for children.

*WELLS, H. G.

**Short History of the World* (Macmillan, \$4.00) 12-

This book is better for children than the longer *Outline of History* by Wells. The *Short History* is in a single volume, and is both comprehensive and interesting.

WHEELER, H. F. B.

The Story of the British Navy (McBride, \$2.50) 11-18

A stirring history of the British navy, tracing its development from earliest times to the present day. A real adventure story that should interest boys.

WHITE, JOHN S. (Editor)

Plutarch's Lives (Putnam, \$1.75)

10-16

This is one of the best editions of the famous *Lives* written more than 1800 years ago. Professor White has also edited for young folk parts of Herodotus' *History* and parts of Pliny's *Natural History*, both of which are also published by Putnam. All these books are excellent old classics and suitable for the reading of older children.

WOOD, ERIC

Boys' Book of Adventure (Funk & Wagnalls, \$2.00) 11-15

Boys' Book of the Sea (Funk & Wagnalls, \$2.00) 11-15

Boys' Book of Pioneers (Funk & Wagnalls, \$2.00) 11-15

Stories of historical adventures that should appeal greatly to boys.

3. STORIES OF EARLY PEOPLES AND THE PROGRESS OF CIVILIZATION

Not all of the books in the following list are accurate historically, as a history of early peoples must necessarily mix legend with fact. They do contain, however, enough actual historical material to make them desirable for children's reading, and some of the books, such as Van Loon's, are extremely interesting and informational as well.

ANDREWS, JANE

*Ten Boys Who Lived on the Road from Long Ago
Till Now* (Ginn, 60 cents)

8-13

A book that has been very popular among children. It traces the progress of civilization by sketching the lives of ten boys, from an Aryan boy to a Yankee boy.

EWALD, CARL

Two-Legs (Stokes, \$1.75)

7-11

A fascinating fairy tale tracing the history of mankind, translated from the Danish. The historical facts in the book are few, but the legend is so entertaining that the child is led thereby to an interest in more strictly historical books.

HILLYER, VIRGIL MORES

A Child's History of the World (Century, \$3.50) 8-12

This is perhaps the simplest and most readable of the children's longer histories.

HOLBROOK, FLORENCE

Cave, Mound, and Lake Dwellers (Heath, 80 cents) 9-12

Stories of early peoples and of the beginnings of civilization. The early industries and the first ventures in commerce and trade are sketched. A good book for supplementary reading in the schools.

KUMMER, FREDERICK A.

The First Days of Man (Doran, \$2.00) 9-15

This does not pretend to be a scientific work. It is written in story form to interest children, and it stimulates curiosity to find out the nature of plant and animal life.

SMITH, DAVID E.

Number Stories of Long Ago (Ginn, 48 cents) 9-13

A storybook of arithmetic, telling of the way men learned to figure and to work out the principles of mathematics.

*VAN LOON, HENDRIK W.

**The Story of Mankind* (Boni & Liveright, \$5.00) 10-
Ancient Man (Boni & Liveright, 95 cents)

These are two of the best books yet published in this field. Because of their excellent illustrations and general attractive appearance, they have met with great success among general readers; and because of their interesting and informational contents, they rank with the best for children. They will be enjoyed by any child old enough to appreciate the pictures and the text.

WASHBURN, CARLETON W. and H. CHANDLER

The Story of the Earth (Century, 72 cents) 9-12

A book that attempts to trace the development of the earth "from chaos to the arrival of civilized man."

WELLS, H. G.

Short History of the World (Macmillan, \$4.00)

A book already listed in the previous section. It is as much a story of early peoples, however, as it is historical.

4. HISTORICAL NARRATIVES

AUSTIN, MRS. J. G.

Standish of Standish (Houghton, \$2.00) 14-

An account of the early Pilgrims, with Miles Standish as the chief character.

BACHELLER, IRVING

In the Days of Poor Richard (Bobbs, \$2.00) 12-16

A vivid tale of Revolutionary days, showing the intimate and personal side of some of the great men of that day.

BARNES, JAMES

The Hero of Erie (Appleton, \$1.50) 11-14

One of the older books (1898) dealing with historical characters and facts. The facts are more or less hidden in the network of fiction, but the dialogue is good and the characters are well portrayed.

BENNETT, JOHN

Barnaby Lee (Century, \$1.90) 9-14

A boy's adventures at the time of the founding of New York and the settlement of Maryland in 1664.

Master Skylark (Century, \$2.00) 9-14

The story of a little boy who sang his way into the hearts of old London. An excellent picture of Elizabethan days.

BLACKMORE, R. D.

Lorna Doone 12-

A well-known romance, first published in 1869. The story tells of Exmoor, in Stuart times, and both scenes and events are described with considerable poetic feeling. This book, however, has been more popular in the past than it is at present. It is still retained on high-school reading lists, but its reception by students seems to show a waning enthusiasm. This is probably due to over-long descriptive passages, and a rather Victorian element in its romance.

BULWER-LYTTON (See Lytton)

CLEMENS, SAMUEL L. (See TWAIN, MARK, pseud.)

COMSTOCK, HARRIET T.

The Boy of a Thousand Years Ago (Lothrop, \$1.35) 11-16

The youth of Alfred the Great recounted in a fresh and sympathetic fashion.

CONVERSE, FLORENCE

Long Will (Dutton, \$2.00) 14-

A romance of older England. The characters are imaginary, but the tone and general detail are authentic. Chaucer is engagingly portrayed in the course of the story, and the book should arouse the child's interest in the literature of older England.

COOPER, J. FENIMORE

The Deerslayer 12-16

The Last of the Mohicans 12-16

The Pathfinder 12-16

The Pioneers 12-16

The Prairie 12-16

Five stories that tell of the American Indian and his struggle with white men. The first three are the most popular.

The Spy 12-16

A story of the Revolutionary war.

The Pilot 12-16

A nautical tale of adventure and romance in the days of Paul Jones (1747-1792).

*DICKENS, CHARLES

**A Tale of Two Cities* 12-17

The French Revolution described in a most dramatic way. This book is a favorite with boys.

Barnaby Rudge 13-17

An account of the "No Popery" riots in England in 1780.

DIX, BEULAH M.

Blithe McBride (Macmillan, \$2.00) 9-14

Blithe McBride comes from England to America as a "bound" girl, in the seventeenth century.

Merrylips (Macmillan, \$2.00) 9-12

The adventures of a little girl in Wilts and Sussex about the year 1643.

A Little Captive Lad (Macmillan, \$2.00) 9-11

The adventures of a Cavalier's son in England, 1650.

Soldier Rigdale (Macmillan, \$2.00) 10-14

The first year of the Pilgrim Colony in America (1620).
This story is very accurate historically.

DOYLE, ARTHUR CONAN

Micah Clarke 12-15

England at the time of Monmouth's rebellion. This is an exciting adventure story that gives an excellent picture of the times with which it deals. The cheaper abridged school edition published by Longmans is very good.

The White Company 12-16

A story of the fourteenth century in England. *The White Company* is a sequel to *Sir Nigel*.

DUMAS, ALEXANDER

The Black Tulip 13-17

A romance of Holland in 1672. The historically famous Haarlem tulip craze is the theme of the story.

The Three Musketeers 11-16

This is a favorite book with boys. It deals with the trouble between Richelieu and Anne of Austria, in France, 1625. Dumas has made the story adventurous enough to appeal to the most exacting boy reader. *Twenty Years After* is a sequel to *The Three Musketeers* and *The Vicomte de Bragelonne* is a sequel to *Twenty Years After*. Dumas was a most prolific writer, and his books all possess a certain melodramatic quality that appeals to the adventure-loving boy or girl. Not all of his books are desirable for children's reading; those mentioned here are perhaps the best.

ERCKMANN, EMILE, and CHATRIAN, ALEXANDRE

The Conscript of 1813 11-15

The conscript is a poor peasant in France at the time of Napoleon. *Waterloo* by the same authors, is a sequel to it as regards history, though not as regards characters.

GRAS, FELIX

The Reds of the Midi (Appleton, \$2.00) 13-

This is a book for older children. It tells of the French Revolution from the peasant's point of view. The graphic style and descriptions make it a very fine story.

GRINNELL, G. B.

Story of the Indian (Appleton, \$2.00) 12-15

A descriptive book on the modern life of the Indian, giving a more truthful and accurate impression than the more romantic tales of past Indian glory.

HAGGARD, H. RIDER

Lysbeth (Longmans, \$1.00) 11-15

A story of the Dutch Republic. It tells of the revolt against Philip II, when the Lutherans were just beginning to win over northern Netherlands. The abridged edition of this book is desirable for supplementary school reading.

JACKSON, HELEN HUNT

Ramona (Little, \$2.00) 12-17

A romance that is very popular with girls; boys seldom care for it. It tells of Southern California about 1850, when governmental policy seemed to be against the Indians.

KINGSLEY, CHARLES

Westward Ho! 12-16

A real prose epic telling of the adventurous days when Spain was fighting for a world empire. Elizabethan England of 1575 is graphically described. The story ends with the overthrow of the Spanish Armada.

Hereward the Wake 10-16

The days of the Norman conquest of England. Hereward, half Danish and half English, is a true Viking. He refuses to fight under the West Saxon Harold, and his bold adventures form a thrilling tale.

LAMPREY, L.

Masters of the Guild (Stokes, \$2.50) 10-14*In the Days of the Guild* (Stokes, \$2.50) 10-14

Stories of the Middle Ages in England, each chapter telling of the beginning of some guild industry.

LYTTON, EDWARD BULWER-LYTTON, LORD

The Last Days of Pompeii 11-16

The Roman Empire in the first century of the Christian era. This has been a favored book with children for many years; it is markedly more popular with girls than with boys.

Harold 12-16

Harold was the last of the Saxon Kings in England (1070), and his tragic career makes a particularly fascinating story.

Last of the Barons 11-16

A tragic romance of the time of Edward IV, in England. The plot of the story is more complicated than those of the two mentioned above, and for this reason it is not so popular with children.

MAJOR, CHARLES

The Little King (Macmillan, \$1.50) 10-13

The "Little King" is Louis XIV of France. This is a story of his childhood when the young king was beset with troubles on every side.

MARRYAT, CAPT. FREDERICK

The Children of the New Forest 13-15

An account of a Royalist family in the days of Charles I (1640).

Mr. Midshipman Easy 13-15

Masterman-Ready 13-15

Personal experiences of Capt. Marryat while he was serving as a sailor (1836). He wrote many autobiographical stories, using fictitious heroes, but these have lived while the others have mostly dropped out of children's reading.

MARSHALL, BERNARD

Cedric the Forester (Appleton, \$2.50) 11-15

A tale of England in the thirteenth century, written with a great deal of spirit. It has become quite popular among boy readers, and may be well recommended although open to criticism for its stilted style and many anachronisms.

MASEFIELD, JOHN

Martin Hyde, the Duke's Messenger (Little, \$2.00) 10-15

An English boy enters the service of the Duke of Monmouth at the end of the seventeenth century, and so participates in the Great Rebellion of that time against James II of England.

MITCHELL, S. WEIR

Hugh Wynne, Free Quaker (Century, \$1.00) 12-16

An old Quaker records the scenes of the Revolution and the days of early Philadelphia. Many well-known historical characters are pictured in a vivid way. The style and language of the story make it more suited to the reading of children of high school age than to the younger ones.

The Adventures of François (Century, \$2.00) 13-

A romance of the French Revolution. François is a joyous little rascal who tells his own story of a career as thief, juggler, and fencing master.

The Red City (Century, \$2.00) 12-16

The second administration of Washington. The scene is laid in Philadelphia, and many of the characters of *Hugh Wynne* reappear.

PORTER, JANE

Scottish Chiefs 10-16

An heroic story of Wallace and Bruce, and the war of Scottish independence. Written in 1810, its century of life has brought it into more favor rather than decreased its popularity with youthful readers.

*PYLE, HOWARD

**Men of Iron* (Harper, \$2.00) 10-15

A very picturesque tale of Court life and chivalry in the reigns of Henry IV and V (1400-1418). Howard Pyle is an excellent writer, no matter what he undertakes.

**Otto of the Silver Hand* (Scribner, \$2.50) 10-14

The life of a little boy in the Middle Ages in Germany. *Men of Iron* and *Otto of the Silver Hand*, are two of the most vivid and absorbing of all the historical narratives suitable for children's reading.

READE, CHARLES

The Cloister and the Hearth

15-

A long romance of the Middle Ages, showing the conditions of France, Italy, Germany, and the Netherlands. This is a classic novel, which has been considered one of the greatest of the world's treasures of fiction.

SCOTT, SIR WALTER

Ivanhoe

11-16

A dramatic story of medieval England at the time when Normans and Saxons were still battling. This is one of the most popular historical novels that has ever been written; it has a tremendous appeal to young people because of its romantic picture of chivalry and dashing outlaw adventure. The historical accuracy of most of the material may be questioned, as the characters mentioned are mostly legendary; but the book is a masterpiece of literature and fully deserves its high standing. Other important historical narratives written by Scott, that have proved of much permanent interest to older children are:

Quentin Durward—a picture of France in 1468.

The Talisman—The Holy Land at the time of the third crusade, in 1189.

The Monastery—A Scottish romance of the year 1550.

The Abbot—Intended as a sequel to *The Monastery*.

A Legend of Montrose—A story of superstition and feud in Scotland of 1664.

Rob Roy—An account of Jacobite intrigues in Glasgow and the Highlands, 1715.

Kenilworth—A romantic story of the year 1575, introducing Queen Elizabeth, Raleigh, and other important historical characters.

SEAMAN, AUGUSTA H.

Jacqueline of the Carrier Pigeons

10-14

(Macmillan, \$1.50)

A charming story of the siege of Leyden, giving a graphic picture of the breaking of the great dikes as the Dutch ships sailed out to battle against the attacking Spaniards.

When a Cobbler Ruled the King (Macmillan, \$1.75) 10-14

A story of the "lost Dauphin," Louis XVII of France, drawing some effective pictures of this turbulent period.

Little Mamselle of the Wilderness 12-15
(Macmillan, \$1.75)

The romance of La Salle and his pioneers.

SINGMASTER, ELSIE

Emmeline (Houghton, \$1.50) 11-15

A charming Civil War story. It usually appeals more to girls than to boys.

SMITH, F. HOPKINSON

The Fortunes of Oliver Horn (Scribner, 75 cents) 12-16

The Tides of Barnegat (Scribner, \$2.00) 12-16

Kennedy Square (Scribner, \$2.00) 12-16

The first tells of New York, Washington, and Virginia before the Civil War; the second tells of the fishermen and their families along the Jersey Coast; the third describes the life in Maryland of this same period.

SNEDEKER, CAROLINE

The Spartan (Doubleday, \$1.75) 12-16

This was published at first under the title of *The Coward of Thermopylae*. It is a stirring tale of Athens and Sparta.

STEIN, EVALEEN

Gabriel and the Hour Book (Page, \$1.50) 10-14

A tale of Normandy and the Middle Ages.

A Little Shepherd of Provence (Page, \$1.50) 9-12

How little Jean, a lame shepherd boy in Provence 600 years ago, became rose gardener of the court.

STEVENSON, ROBERT LOUIS

The Black Arrow 11-15

A tale of the Wars of the Roses in 1460.

Kidnapped

A romance of the Western seaboard, about the year 1746. The sequel, *Catriona*, is often bound with it in a single volume entitled *David Balfour*.

STODDARD, W. O.

Little Smoke (Appleton, \$1.75) 10-14

A tale of life among the Sioux Indians, containing a dramatic account of the Custer massacre. A book for the younger boy who yearns for "thrillers."

TWIN, MARK (pseud.)

The Prince and the Pauper 12-

A fascinating tale of Edward Tudor, Prince of Wales. The amount of real history in the book is slight, but it forms a successful background for more historical reading.

WALLACE, LEW

Ben Hur 14-

A story of the time of Christ. Ben Hur is a young Jewish nobleman whose experiences as a galley slave make exciting reading.

YONGE, CHARLOTTE M.

The Little Duke (Macmillan, \$1.40) 11-14

A tale of early France. This is one of the best of this author's works for children's reading.

The Prince and the Page (Macmillan, \$1.75) 12-

A story of the last Crusade from England in 1270.

Dove in the Eagle's Nest (Macmillan, \$1.75) 12-

A tale of burghers and robber barons in Germany of the Middle Ages.

Caged Lion (Macmillan, \$1.25) 12-

A romance of the Scottish poet-king held prisoner by the English in the days of Chaucer.

Unknown to History (Macmillan, \$1.25) 13-

A graphic portrayal of Mary Stuart during her imprisonment in England, and the purely imaginative romance of the daughter whom, legends says, she bore to the Earl of Bothwell. Interesting to girls thirteen and over.

5. BIOGRAPHIES AND PROFESSIONS

BALDWIN, JAMES

Four Great Americans (American Book, 64 cents) 8-12

An American Book of Golden Deeds 8-12
(American Book, 72 cents)

The first book contains accounts of the lives of Washington, Franklin, Webster, and Lincoln. The second tells of brave deeds performed by courageous Americans.

BOK, EDWARD

The Americanization of Edward Bok (Scribner \$1.00) 14-

The simple, compelling story of a busy man's life, interesting not only because of the events of his own career, but because he speaks with such directness of the famous and important people whom he met from his early days onward. This book won the Pulitzer prize of 1920 for the best American biography teaching patriotic and unselfish services illustrated by an eminent example.

A Dutch Boy Fifty Years After (Scribner, 80 cents) 10-14

Adapted from the larger autobiography, *The Americanization of Edward Bok*. This smaller book is excellent for supplementary reading in the schools or the home. It is interesting and well written, and it gives an insight into the personal side of Americanization.

BOLTON, SARAH K.

Poor Boys Who Became Famous (Crowell, \$2.00) 11-15

Girls Who Became Famous (Crowell, \$2.00) 11-15

Short, spirited sketches of famous men and women.

BROOKS, ELBRIDGE S.

A Boy of the First Empire (Napoleon) 10-16
(Century, \$1.75)

Historic Girls (Putnam, \$1.75) 10-16

Historic Boys (Putnam, \$1.75) 10-16

Great Men's Sons (Putnam, \$1.75) 10-16

True Story of Benjamin Franklin (Lothrop, \$2.00) 10-16

True Story of LaFayette (Lothrop, \$2.00) 10-16

The last two books are from True Story Series published by Lothrop. Other biographies in this series are the lives

of Grant, Lincoln, Washington, and Columbus. Mr. Brooks has written many historical and biographical books. His style is simple, readable, and graphic enough to hold the attention and interest of the child.

CATHER, KATHERINE

Boyhood Stories of Famous Men (Century, \$1.75) 10-13

Well written accounts of the youth of several famous people.

CLEMENS, SAMUEL L. (See TWAIN, MARK, pseud.)

CORBY, JANE

The Story of David Crockett 10-14
(Barse & Hopkins, \$1.25)

One of the Famous American Series of biographical stories. These books are all written in a narrative style and contain considerable historical fact.

CROCKETT, DAVID

Life of David Crockett (Burt, 65 cents) 12-15

Crockett's own story of his life, containing enough adventure to satisfy any boy.

CRUMP, IRVING

Boys' Book of Mounted Police (Dodd, \$1.75) 10-14

Boys' Book of Firemen (Dodd, \$1.75) 10-14

Stories of the exciting lives of firemen and mounted policemen.

CUSTER, ELIZABETH

Boots and Saddles (Harper, \$2.00) 11-15

Custer's biography, written by his wife, Elizabeth. It is deservedly popular among boy readers. Its companion volume, *Following the Guidon*, gives further sketches of life in army posts, portraying the conditions under which Custer lived and died.

EASTMAN, CHARLES A.

Indian Boyhood (Little, \$2.50) 9-14

The author is a Sioux Indian whose *real* name is Obiyesa. In this book he tells of his own childhood when he played and hunted in the forests with the other Indian children.

EGGLESTON, EDWARD

Stories of Great Americans for Little Americans 8-10
(American Book, 60 cents)

Pleasant anecdotes from the lives of famous men of America, written in a style especially appealing to the younger children.

FISKE, BRADLEY A.

From Midshipman to Rear-Admiral (Century, \$6.00) 13-

The autobiography of Rear-Admiral Fiske. The book is fascinating to the boy or girl who loves the sea and the romance of ships and seamen.

*FRANKLIN, BENJAMIN

**Autobiography* 10-14

Franklin's autobiography has become one of the most widely read books in the language. It should be in every home and school library.

FRASER, CHELSEA C.

The Story of John Paul Jones 10-14
(Barse & Hopkins, \$1.25)

Work-a-Day Heroes (Crowell, \$1.75) 10-14

The first is a well written biography. The second is an account of the lives of firemen, policemen, steeple jacks, and other workers engaged in hazardous careers.

GILBERT, ARIADNE

More Than Conquerors (Century, \$1.75) 11-15

Biographies of such men as Pasteur, Phillips Brooks, Lincoln, etc. A good book.

HAGEDORN, HERMANN

Boys' Life of Theodore Roosevelt (Harper, \$1.75) 11-15

This is one of the best of the biographies written of this famous American.

HAWTHORNE, NATHANIEL

Grandfather's Chair 10-12

Biographical Stories 10-12

True stories from the history of New England by one of the most distinguished of American authors.

HOLLAND, RUPERT S.

Historic Boyhoods (Jacobs, \$2.00) 11-14

Historic Girlhoods (Jacobs, \$2.00) 11-14

Stories of the youth of several famous men and women.

HUMPHREY, GRACE

Women in American History (Bobbs, \$1.75) 11-15

Heroes of Liberty (Bobbs, \$1.75) 11-15

Stories of some of the most renowned of our historical characters; well written and interesting.

JEWETT, SOPHIE

God's Troubadour (Crowell, \$2.00) 14-

Informal biography of Saint Francis of Assisi, illustrated by photographs of his native countryside, and reproductions of old prints and paintings. The style is lucid and gentle, and the accent of the narrative is all on Saint Francis' happy zest for the beauty of life and holiness.

JOHNSTON, MARY

1492 (Little, \$2.50) 12-15

A portrait story of Columbus, told in a pleasing style.

JONES, FRANCIS ARTHUR

Thomas Alva Edison (Crowell, \$3.00) 11-15

A descriptive account covering sixty years of Edison's life. Few Americans are as interesting to young people of to-day as Edison.

KELLER, HELEN

The Story of My Life (Houghton, 44 cents) 11-15

A remarkable account of a remarkable life; the story of the famous deaf and blind girl who has accomplished so much.

MADISON, LUCY F.

Joan of Arc (Penn, \$3.50) 10-16

A popular form of a universally beloved story, direct and touching. The illustrations by Frank Schoonover are in the proper spirit, and are full of action, color, and vigorous effect.

MAJOR, CLARE T.

The Story of Benjamin Franklin
(Barse & Hopkins, \$1.25)

10-14

An entertaining and fairly accurate account.

MONVEL, M. BOUTET DE

Joan of Arc (Century, \$4.00)

8-11

One of the best presentations of the life of the warrior saint. The text is less like a book with illustrations than a series of beautiful severe paintings with a passage of animated explanation for each. Boutet de Monvel does for the children what Puvis de Chavannes does for the grown-ups; his paintings are chaste, reserved in color, strict in the use of line, and so satisfying in composition that even children are stirred by their classic grace. Aside from the story, therefore, this is an excellent book with which to begin a child's appreciation of art.

MOORES, CHARLES W.

The Story of Christopher Columbus
(Houghton, \$1.35)

10-14

The Life of Abraham Lincoln (Houghton, \$1.35) 10-14

Two excellent biographies written in an entertaining style.

MORAN, THOMAS F.

American Presidents (Crowell, \$1.50)

11-15

Accounts of each of the American presidents. Good for supplementary reading in the schools.

MOSES, BELLE

Louisa May Alcott (Appleton, \$1.75)

11-15

This book interests quite young readers, and is, indeed, an ideal type of literary biography.

MUIR, JOHN

Story of my Boyhood and Youth (Houghton, \$3.25) 12-15*The Boyhood of a Naturalist* (Houghton, 48 cents) 12-15

The second book consists of selected chapters from the first. This is a most interesting autobiography of a famous naturalist. The author tells of ingenious arrangements he fixed up in his home, and of his happy play life.

***NICOLAY, HELEN**

**Boys' Life of Abraham Lincoln* (Century, \$1.75) 11-15

Based on the detailed life of Lincoln written by Nicolay and Hay. This is a particularly fine biography.

PAGE, THOMAS NELSON

Robert E. Lee, Man and Soldier (Scribner, \$4.50) 12-16

A splendid biography of a great soldier and statesman.

PAINE, ALBERT BIGELOW

Boys' Life of Mark Twain (Harper, \$1.75) 11-15

An excellent book for the boy or girl who is beginning to read the books of Mark Twain.

PARKMAN, MARY R.

Heroes of To-day (Century, \$1.75) 11-15

Heroines of Service (Century, \$1.75) 11-15

The first contains short sketches of eminent modern men such as Muir, Riis, Hoover, etc. The second deals with famous women: Jane Addams, Frances Willard, etc.

PARTON, JAMES

Captains of Industry (Houghton, \$1.50) 11-15

Sketches of business men who did something besides make money. A good book for the older child who is interested in industry.

PUTNAM (Publisher)

Heroes of the Nations (Putnam, \$2.50 each Vol.) 12-

A group of fifty volumes, written by different historians and biographers, on the lives and work of representative characters of each nation. Like the "Stories of the Nations" books, also published by Putnam, this series is carefully selected, well edited, and neatly printed. Each book links the national conditions with the story of the character portrayed. A list of the titles should be obtained from the publisher.

RICHARDS, LAURA E.

Abigail Adams and Her Times (Appleton, \$1.75) 11-15

Florence Nightingale, the Angel of the Crimea (Appleton, \$1.75) 11-15

Excellent biographies of two famous women.

Joan of Arc (Appleton, \$1.75) 12-15

A glowing narrative of the life of this famous historical character. Although there are other biographies of Joan of Arc which rank higher than this one, there is a spirit in Miss Richards' recital which makes her book very popular with the child reader.

RIIS, JACOB

Making of an American (Macmillan, 60 cents) 11-16

With a preface by Theodore Roosevelt. This autobiography has been popular with older boys and girls. It is a splendid story of a splendid man.

ROOSEVELT, THEODORE

Letters to His Children (Scribner, \$2.00) 11-15

Autobiography (Scribner, \$5.00) 11-15

Roosevelt's *Letters to His Children* have been surprisingly popular among boys and girls.

ROOSEVELT and LODGE

Hero Tales from American History (Century, \$1.90) 11-15

An excellent collection of biographical tales. This is a book that is worth owning.

SCUDDER, HORACE E.

George Washington (Houghton, 56 cents) 10-14

Scudder's Life of Washington is well known to parents and teachers, and it is generally enjoyed by children.

SHAW, ANNA HOWARD

The Story of a Pioneer (Harper, \$2.50) 12-16

Girls should get much inspiration from this biography of one of America's finest advocates for equal suffrage.

SMITH, ELVA S.

Heroines of History and Legend (Lothrop, \$2.00) 10-15

Stories and poems of legendary and historical characters found in literature. A book that should appeal especially to girls.

TARBELL, IDA M.

Boy Scouts' Life of Lincoln (Macmillan, \$2.00) 10-15

A good life of Lincoln written especially for boy readers.

TWAIN, MARK (pseud.)

Joan of Arc

12-

Clemens feared that because he always wrote facetiously, no one would take this book seriously, though it was meant to be a sober study of the famous French heroine. The intense earnestness of the style, and the reverent chivalry with which he portrays his famous heroine have, however, made this work take its rightful place. It has a wide circulation among children and adults.

WASHINGTON, BOOKER T.

Up from Slavery (Doubleday, \$2.00)

12-15

A famous book in which the greatest of our negro leaders recounts the story of his life.

WILDMAN, E.

Famous Leaders of Industry (Series I and II) 11-16
(Page, \$2.00)

Life stories of boys who have succeeded. Ford, Edison, Armour, Eastman, and many others are included.

Famous Leaders of Character (Page, \$2.00) 11-16

Accounts of great Americans from the latter half of the nineteenth century. Presidents, writers, scholars, and military leaders are included. A book well worth reading.

The Founders of America (Page, \$2.00) 11-16

A series of sketches telling of the great men who have worked toward the building up of our country. Their personalities and accomplishments are reviewed in a bright, entertaining way.

YONGE, CHARLOTTE M.

Book of Golden Deeds (Macmillan, 80 cents) 11-15

Stories of famous heroic deeds.

6. TRAVEL—UNITED STATES

Books on travel and life in the United States have been written almost entirely in biographical or historical form. The best of them have, therefore, been listed in Sections 1 and 5 of this chapter. The few books given below are of a general

nature, and, with the exception of Twain's *Roughing It*, they are not as interesting to children as the books on American life found in the biographical and historical sections. Moreover, the following books are only for older children.

BONI & LIVERIGHT (Publisher)

These United States (Boni & Liveright, \$3.00) 13-

Twenty-seven different authors have each written a chapter for this book. Mary Austin writes about Arizona, "The Land of Joyous Adventure"; William Allen White discusses Kansas, "A Puritan Survival"; and others write about the states they know best.

CLEMENS, SAMUEL L. (See TWAIN, MARK, pseud.)

COLLINS, F. A.

Sentinels along our Coast (Century, \$2.00) 12-

The story of the men and machines that make up our lighthouse service.

LUMMIS, CHARLES F.

Some Strange Corners of Our Country 11-
(Century, \$3.50)

The great Southwest described in a colorful, interesting way. A new, enlarged edition is now out.

MARSHALL, LOGAN

Seeing America (Winston, \$1.50) 14-

A description of the important cities and places of scenic interest in the United States. Rather heavy reading for average children.

PARKMAN, FRANCIS

The Oregon Trail 11-15

The beginnings of western development in the United States. *The Oregon Trail* is a splendid book; the narrative and descriptive elements are of a high literary quality, and the historical accuracy of the record is unquestioned.

ROOSEVELT, THEODORE

Ranch Life and Hunting Trail (Century, \$5.00) 11-

A book of the Western trail and plain; illustrated with 94 pictures by Frederick Remington. Roosevelt wrote

entertainingly, and many of his books are well liked by older children.

STREET, JULIAN

Abroad at Home (Century, \$5.00) 12-

American Adventures (Century, \$5.00) 12-

Two long volumes of experiences, adventures, and impressions of two travelers in America. Entertaining books, but too expensive for average home or school use.

TOMLINSON, E. T.

Places Young Americans Want to Know 10-14
(Appleton, \$2.00)

Places of renown and importance in the United States that children should know about.

*TWIN, MARK (pseud.)

**Roughing It* 11-

Probably the most entertaining book of American travel that has yet been written. Clemens tells, in his most picturesque and humorous style, of his travel experiences at the time of the beginnings of Western expansion. As usual with Clemens, he filled in from his own vivid imagination certain adventures the real travel may have lacked.

7. OTHER COUNTRIES AND THEIR PEOPLE

ANDREWS, JANE

The Seven Little Sisters (Ginn, 64 cents) 7-10

Each and All (Ginn, 64 cents) 7-10

Two little books that appeal to younger children. They tell of child life in many lands, and show that all girls, whatever their race or home, are "sisters under the skin."

AYRTON, M. C.

Child Life in Japan (Heath, 60 cents) 10-14

An excellent picture of Japanese child life.

BATES, KATHERINE L.

In Sunny Spain (Dutton, \$2.00) 9-12

A bright presentation of child life in Spain.

BRADLEY, MARY H.

On the Gorilla Trail (Appleton, \$5.00) 12-

Mrs. Bradley traveled across the Belgian Congo and the Uganda region, killing big game and meeting with many unique experiences.

CAMMAERTS, EMILE

A Boy in Bruges (Dutton, \$2.00) 9-12

A description of child life in Belgium; a readable and entertaining book for the grade youngsters.

COLUM, PADRAIC

A Boy in Eirinn (Dutton, \$2.00) 9-12

A story of boy life in Ireland, written in Colum's vivacious style.

DAVIES, E. C.

A Boy in Serbia (Crowell, \$1.35) 10-14

A study of Serbian life, told in biographical form.

DEMETRIOS, GEORGE

When I Was a Boy in Greece (Lothrop, \$1.25) 11-15

An extremely interesting account of the home and school life of a boy in Greece.

DODGE, MARY MAPES

The Land of Pluck (Century, \$1.75) 10-14

Charming stories and sketches of Holland. This book is not as well known as the author's *Hans Brinker* (listed under fiction), but it is written with the same life and charm that has made *Hans* a favorite.

FLANAGAN (Publisher)

Little Journey Series (Flanagan, 50 cents each book) 7-13

Thirteen inexpensive little geographical readers, suitable for the rural school library for which funds are limited.

FRANCK, HARRY A.

Working My Way around the World 9-17
(Century, \$2.00)

An abridged edition of *A Vagabond Journey Around the World*. Franck has been called the "Prince of Vaga-

bonds." He has gone everywhere, working his way, and writing of his experiences in a most colorful style. Other books by this author are: *Working North from Patagonia, Roaming through the West Indies, Tramping through Mexico, Guatemala and Honduras, Vagabonding down the Andes, Four Months Afoot in Spain*, and *Zone Policeman* 22. Some of these books are rather too mature in style for children's reading, but all are interesting.

GAINES, RUTH

Treasure Flower (Dutton, \$2.00) 8-12

Child life in Japan, written in much the same style as *The Village Shield*, listed below. Interesting to children.

GAINES, RUTH, and READ, G. W.

The Village Shield (Dutton, \$2.00) 8-12

An interesting book describing child life in Mexico.

GREEN, EMMA M.

The Laird of Glentyre (Dutton, \$2.00) 9-12

A book belonging to the same series as the last two listed. This one describes child life in Scotland.

HARRISON, EDITH O.

All the Way Round (McClurg, \$3.50) 12

Below the Equator (McClurg, \$1.50) 12

The first is an account of a 14 months' trip around the world. Well written and well illustrated with photographs made by the author. The second is a story of a tour through the countries of South America. Both these books are written in a mature style, and are only fully enjoyed in parts by the child.

LORING, J. A.

African Adventure Stories (Scribner, \$1.75) 10-14

Stories of travel, exploration, and hunting. Mr. Loring was one of Roosevelt's party in the African hunting expedition.

*MACMILLAN (Publisher)

**Peeps at Many Lands* (Macmillan, \$1.00 each Vol.) 7-12

This is perhaps the best of the travel series for younger children. It may be secured either in separate volumes, each book dealing with two different countries, or in large

volumes of collected books. The illustrations are excellent, and the style very pleasing to children.

MEIKLEJOHN, NANNIE

The Cart of Many Colors (Dutton, \$2.00) 8-12
A bright description of child life in Italy.

METHLEY, A. A.

Happy Homes in Foreign Lands (Stokes, \$1.00) 7-11
Graphic sketches of life in Italy, Japan, Switzerland, and other countries, written in a way to interest younger children.

MILLER, OLIVE THORNE

Little People of Asia (Dutton, \$3.00) 8-12
An attractive and interesting book, telling of child life in Asia.

MITTON, G. E.

Book of London for Young People 9-13
(Macmillan, \$3.00)
This is one of the best descriptions of London for young readers. It entertains while it informs.

PAGE COMPANY (Publisher)

Our Little Cousin Series (Page, 60 cents each Vol.) 6-10
These books are good for very young readers. They are often used in the second grade to give the children a picture of life and manners in foreign lands. The books are written by different authors, and although they are rather trivial in content, they are well liked by children.

PEARY, JOSEPHINE

The Snow Baby (Stokes, \$2.50) 6-10
Children of the Arctic (Stokes, \$2.50) 6-10

The fascinating true story of Marie Peary's birth and early life in the extreme north. Full of interest for the child who likes to know about the strange surroundings and habits of children in foreign places. Told in warm, unaffected style. The second book is given added zest by the insertion of passages from the letters and diary of Ah-ni-ghi-to, or Marie, herself, when at the age of ten she revisited the northern seas.

PERDUE, H. AVIS

Child Life in Other Lands (Rand-McNally, 50 cents) 6-9

A little book, illustrated by photographs and sketches, telling in story form of the home and school life of children in different countries.

PERKINS, LUCY F.

The Twin Series (Houghton, 88 cents each Vol.) 6-12

A graded series of geographical readers that has come to be used extensively in the schools. They are not considered as good as Macmillan's *Peeps at Many Lands*, but they are better than the "Little Cousin" Series. Children enjoy the books in the "Twin" series, as they are written in a pleasing style and are well illustrated. The titles of the books, in order of age to which they appeal, are as follows:

<i>The Dutch Twins Primer</i>	4- 6
<i>The Eskimo Twins</i>	5- 9
<i>The Dutch Twins</i>	5- 9
<i>The Japanese Twins</i>	8-10
<i>The Irish Twins</i>	9-11
<i>The Scotch Twins</i>	9-12
<i>The Mexican Twins</i>	9-12
<i>The Belgian Twins</i>	9-12
<i>The French Twins</i>	10-12
<i>The Italian Twins</i>	10-12

PITMAN, NORMAN H.

Chinese Playmates (Page, \$1.00) 8-11

A little book of some, though not decided, interest to children. It is illustrated with Chinese pen and ink sketches.

SCHWATKA, F.

Children of the Cold 7-10
(Educational Publishing Co., \$1.50)

An interesting little book for younger children.

SEDGWICK, ANNE D.

A Childhood in Brittany (Century, \$3.00) 11-15

A delightful series of sketches, describing Brittany as it was eighty years ago. Probably would be enjoyed more by girls than by boys.

SHACKLETON, SIR ERNEST

South (Macmillan, \$4.50)

13-

An account of antarctic travel, written for adults, but suitable for the older boy who wants a true story of thrilling adventure.

SHERWOOD, F. A.

Glimpses of South America (Century, \$4.00)

13-

A well illustrated book of travel; not suitable, however, for younger children.

STARR, FREDERICK

Strange Peoples (Heath, 92 cents)

11-14

Accounts of peoples in all parts of the globe—isolated places, islands, and far off countries. The book is excellent for supplementary reading in the schools.

SULLIVAN, ALAN

Brother Eskimo (Century, \$1.75)

9-13

An account of adventure in the far north, written especially for young people.

TAYLOR, BAYARD

Travels (Putnam, \$2.50 each book)

12-

These are classics, written about 1880 by the poet, Bayard Taylor. The older child who enjoys good literature will like especially *Views A-foot* and *Boys of Other Countries*.

WILDER, MARSHALL P.

Smiling 'round the World (Funk & Wagnalls, \$1.50) 12-

A humorous account of Mr. Wilder's trip around the world, intended for the adult reader rather than for children, but it will give entertainment to both.

WILLIAMS, ARCHIBALD

Romance of Early Exploration (Lippincott, \$3.00) 10-13*Romance of Modern Exploration* 10-13

(Lippincott, \$3.00)

Two instructive and interesting books on some of the important explorations that have been made in early and modern times.

8. CIVICS

The books in this list are especially suited to school use.

BAILEY, CAROLYN S.

What to Do for Uncle Sam (Flanagan, 75 cents) 9-12

This book tells the young boy and girl how to be a good citizen; what each one may do to make this a better country.

DOLE, CHARLES F.

The Young Citizen (Heath, 76 cents) 9-13

Our government and the principles of citizenship explained in simple, readable language.

***FRASER, CHELSEA C.**

**The Young Citizen's Own Book* (Crowell, \$1.75) 9-14

This is a book on "national, state, city, and county affairs, answering the 'hows' and 'whys' of prospective young voters."

JOHNSON, J. F.

We and Our Work (Boni & Liveright, \$2.07) 12-15

Facts about laws and government, dealing with capital, labor, and industry, written especially for juvenile readers.

PARSONS, GEOFFREY

The Land of Fair Play (Scribner, \$1.50) 10-15

A textbook on Civics that is interesting for home reading.

TURKINGTON, G. A.

My Country (Ginn, \$1.08) 10-15

What young Americans can do in civic projects.

CHAPTER XIV

NATURE

1. *Mammals, Amphibians, and Reptiles*
2. *Birds*
3. *Insects and Spiders*
4. *Plants and Flowers*
5. *Trees*
6. *Aquatic Life*
7. *Minerals, Rocks, and Metals*
8. *Camping and Woodcraft*
9. *Nature Myths and Stories*
10. *Animal Fiction*

ALL normal children are interested in nature. They are curious as to the life they see about them—the birds, the flowers, the trees, the insects, and the common animals. These are a part of the child's everyday life, and he naturally wonders about them. As stated in Chapter III, over 50 per cent of the questions asked by children before the age of ten concern nature or the working of natural forces.

The most popular nature stories for children, up to a few years ago, were of the "talking-beast" kind, in which animals and natural forces assume human characteristics, speech, and actions. These talking-beast tales have been greatly overdone in our newspapers, periodicals, and current juvenile books. They are still flooding the market, although the more realistic nature story is gradually crowding them out.

It has taken a long time for writers and purchasers of children's books to learn that children are willing to read books on animal and plant life that do not conceal the in-

formation they contain under an elaborate cloak of fiction. As a matter of fact, informational books on natural science may be made as entertaining as books of fiction. Some stories of insect life are far more interesting than many of the modern juveniles.

A child's nature book should fulfill three requirements: it should be accurate as to important facts; it should be written in an interesting and simple style; and it should be well illustrated.

A nature book need not be written in technical language in order to satisfy the requirement of accuracy. Many of the modern authors of animal stories write in a style suited to fiction, using animals as the main characters and placing them in imaginary situations which reveal their characteristics and action tendencies. Such writers are Charles G. D. Roberts, William J. Long, and Ernest Thompson Seton. Others, of whom Olive Thorne Miller is an example, succeed without resorting to this device.

Illustrations are probably more necessary in the nature book than in any other type of literature. To describe a bird without showing a picture of it is largely futile, as it is almost impossible for any one, especially the child, to visualize a bird or animal from a purely verbal description. The illustrations of the nature book should be numerous, and when possible, in color. In the case of handbooks which are to be used in identifying plants, flowers, birds, etc., colored illustrations are essential.

In the lists of nature books which follow, both natural science and nature fiction are given. It has not been possible to make these lists ideal, because of the scarcity of material in many lines. Geologists, entomologists, astronomers, biologists, and other scientists, have not often put out their work in a form to be unreservedly recommended for children's libraries. This scarcity of suitable material has often made it necessary to include in the lists books of rather technical nature. These are given for the benefit of the child who is making a serious study of the subject in question. In every case the child's age and individual interests should be con-

sidered before a choice is made from the lists. The over-technical should be avoided in selecting books for the child who has only a general interest in the subject.

Books marked with a star represent the best in each section

1. MAMMALS, AMPHIBIANS, AND REPTILES

BERRIDGE, W. S.

Marvels of the Animal World 10-

(Small & Maynard, \$2.00)

Animal Curiosities (Small & Maynard, \$2.00) 10-

Two collections of strange and interesting facts regarding animal life, written in a popular style to entertain rather than to impart technical information. Some of the chapters are: "Luminous Animals," "Animals which Give Electric Shocks," "Curious Messmates," etc.

BOSTOCK, F. S.

The Training of Wild Animals (Century, \$1.75) 9-14

Stories of the training of wild animals, how they may be taught to do tricks, how they act in captivity, what attitude trainers must take, etc. Well illustrated. The writer, a famous trainer of wild animals, knows his subject.

BURGESS, THORNTON

The Burgess Animal Book for Children 7-12
(Little, \$3.00)

This is one of the most popular of the animal books for younger children. It is not natural science, as the animals are given speech and human characteristics as they are in the Peter Rabbit books, but the book is a good introduction to more scientific works. Little children always enjoy it, and its illustrations alone would make it worth while.

BURROUGHS, JOHN

Squirrels and Other Fur-Bearers 9-13
(School edition, Houghton, 92 cents)

Everything written by this famous naturalist is excellent. This little book is particularly good for supplementary reading in the schools.

DALKEITH, LENA

My First Book of Animals (Nelson, 75 cents) 5-8

Animal sketches told in simple language for the younger children.

DEMING, MRS. THERESE

American Animal Life (Stokes, \$2.00) 5-10

An animal book that young children will enjoy, well illustrated by Edwin Deming. It contains several entertaining and accurate stories. This book is also published in two separate volumes—*Animal Folk of Wood and Plain*, and *Four-Footed Wilderness People*.

DICKERSON, MARY C.

The Frog Book (Doubleday, \$5.00) 9-16

The best non-technical book on frogs that has been written. It is complete, exact, well illustrated, and very interesting.

DITMARS, RAYMOND L.

Reptiles of the World (Macmillan, \$4.00) 10-16*The Reptile Book* (Doubleday, \$5.00) 10-16

Mr. Ditmars has been the Curator of Reptiles and Assistant Curator of Mammals in the N. Y. Zoölogical Park, so his books are the result of real knowledge and practical experience. The *Reptiles of the World* deals with "tortoises, turtles, crocodilians, lizards and snakes of the Eastern and Western hemispheres."

DUNCAN, F. MARTIN and L. J.

Wonders of Animal Life 9-14

(Oxford University, 35 cents each Vol.)

Six small volumes on different phases of animal life.

FABRE, JEAN HENRI

Animal Life in Field and Garden (Century, \$2.50) 9-14*Our Humble Helpers* (Century, \$2.50) 9-14

If a child has no special interest in natural science, and shows no curiosity regarding nature and animal life, there is no better writer to awaken his interest than Fabre. This great French scientist is a genius at writing scientific facts in such a fascinating way that they read like the most entertaining of storybooks. In the two books

named above, the author writes in his usual charming style about the animal life we see about us every day. His long series of books on insects is given in a later classification. (See p. 209.)

GRIEL, KATHERINE A.

Glimpses of Nature for Little Folks
(Heath, 64 cents)

5-8

A nature book for young children, telling of some of the interesting things that surround us.

*HORNADAY, WILLIAM T.

**The American Natural History* (Scribner, \$5.00) 10-16

This is one of the standard books on American natural science. It is profusely illustrated with drawings and photographs and contains descriptive material and information regarding reptiles, birds, fishes, and mammals.

Besides this large work, Scribner also publishes for this author *The Minds and Manners of Wild Animals*, *Tales from Nature's Wonderland*; *Taxidermy and Zoölogical Collecting*, a handbook for collectors, and *Two Years in the Jungle*. The last named book is most fascinating reading for the older boy.

HUDSON, W. H.

Book of the Naturalist (Dutton, \$3.00)

12-16

Written in Hudson's excellent style, and telling of the simple everyday things of nature in such a way that the most commonplace fact assumes an undiscovered interest and beauty.

INGERSOLL, ERNEST

Wild Neighbors (Macmillan, 75 cents)

13-16

Animal Competitors (Macmillan, \$2.25)

13-16

Life of Animals (Macmillan, \$2.00)

13-16

Studies in natural history made by a careful naturalist. The illustrations are good, the text interesting, and the facts accurate.

JENKINS, O. P.

Interesting Neighbors (Blakiston, \$1.50)

9-13

Stories of the more common animals told especially for children.

KEARTON, R.

- Wild Nature's Ways* (Funk & Wagnalls, \$2.00) 13-16
The Fairyland of Living Things 13-16
 (Funk & Wagnalls, \$1.50)

These books are both valuable and entertaining, especially for the child who has already developed an interest in nature study. The illustrations, reproduced from photographs, are beautiful.

ROGERS, JULIA ELLEN

- Wild Animals Every Child Should Know* 9-12
 (Grosset, \$1.00)

An interesting and attractive book on wild animals that has proved to be popular with children.

SCHWARTZ, JULIA A.

- Wilderness Babies* (Little, \$1.75) 9-13
 A description of the young of sixteen familiar animals.

SEERS, H. WADDINGTON

- Book of Nature Stories* (Dodd, \$2.50) 9-14
 A group of stories about natural objects, well told and accurate in content.

SELOUS, EDMUND

- Romance of the Animal World* (Lippincott, \$3.00) 10-15
 One of the Lippincott Library of Romance Series; an excellent group of books. This volume tells of animals in a graphic, story-telling style that engages the attention of children.

STONE, WITMER, and CRAM, WM. E.

- American Animals* (Doubleday, \$5.00) 9-16
 A standard book on animal life. It is complete, scientifically exact, and so well illustrated that the younger children may enjoy it as well as the older ones.

TALBOT, ETHEL

- The Story of Natural History* (Nelson, \$3.00) 5-11
 A splendid book for the younger child. The print and illustrations are exceptionally good, and the material in the book is excellent.

THOMSON, J. ARTHUR

Natural History Studies (Holt, \$2.00) 10-16

A collection of stories and sketches of animal life and nature studies. *The Secrets of Animal Life*, by the same author, is also good.

VERRILL, A. HYATT

Harper's Book for Young Naturalists 10-15
(Harper, \$2.00)

A guide for recognizing the different birds, animals, and growing things.

WOOD, THEODORE

Natural History for Young People (Dutton, \$2.50) 8-14

One of the best of the general books on natural science, well illustrated. It deals with mammals, reptiles, birds, fishes, and insects. Interesting to the younger children as well as to older children and adults.

WRIGHT, JULIA M.

Seaside and Wayside

(Heath, Book I, 72 cents) 8-14

(Heath, Book II, 80 cents) 8-14

(Heath, Book III, 88 cents) 8-14

(Heath, Book IV, \$1.04) 8-14

A series of four books published as school readers. Each book treats of a different subject in natural science.

2. BIRDS

The bird books given in this section are of two kinds: one, the handbooks or pocket field-books for the child to take with him to the woods and fields to use for identifying the birds as he sees them; the other, the books of general bird literature that describe the lives and habits of the different birds. These two kinds of books are not separated in the list, as many of the books are a combination of the two types. In the annotations, the nature of each book is explained, and parents and teachers who use this list should be sure that they are not selecting a pocket guide when they wish a fuller text.

BAILEY, FLORENCE M.

Handbook of Birds of the Western United States 11-15
(Houghton, \$5.00)

An excellent guide for identifying the birds. The illustrations are taken from mounted specimens.

Birds of Village and Field (Houghton, \$2.25) 9-12
An excellent bird book for beginners.

BALL, ALICE E.

A Year With the Birds (Dodd, \$3.50) 9-15

Bird Biographies (Dodd, \$5.00) 9-15

Two books of a general descriptive nature, with many good illustrations in color.

BLANCHAN, NELTJE

Birds That Hunt and Are Hunted (Doubleday, \$4.00) 8-15

Bird Neighbors (Doubleday, \$4.00) 8-15

These books are enjoyable and well written, and the child will read them as much for entertainment as for instruction. They are made especially valuable by splendid colored illustrations.

BURGESS, THORNTON

The Burgess Bird Book for Children (Little, \$3.00) 4-10

A good book to interest the younger children in birds. This companion volume to the *Burgess Animal Book* is especially attractive because of the illustrations by Fuertes.

BURROUGHS, JOHN

Bird Stories from Burroughs (School Edition) 10-16
(Houghton, \$1.00)

A charming book of sketches of bird life written by a world-famous naturalist. Illustrated by Louis Fuertes.

CHAPMAN, FRANK M.

Bird Life (Appleton, \$4.00) 10-16

The Travels of Birds (Appleton, 76 cents) 10-16

Handbook of Birds of Eastern North America 10-16
(Appleton, \$4.00)

These three volumes are among the best of our American bird books. The first, *Bird Life*, a guide to the study of

common birds, is illustrated with 75 full page colored plates and numerous drawings by Ernest Thompson Seton. The second, *Travels*, is a small, inexpensive volume telling of the migrations of birds and their travel habits. The *Handbook* is a complete manual for the Eastern student.

What Bird is That? (Appleton, \$1.50) 11-16

A manual of the land birds of the Eastern United States. A useful guide, well illustrated in colors.

DUGMORE, A. R.

Bird Homes (Doubleday, \$5.00) 10-16

One of the Doubleday Nature Library books that are noteworthy because of their profuse illustrations in color and their authoritative text. This book tells of the nests and homes built by birds.

FINLEY, W. L.

American Birds (Scribner, \$3.00) 10-16

About thirty western birds are described and illustrated. The book is interesting, and the photographs are taken from life.

GILMORE, ALBERT F.

Birds of Field, Forest and Park (Page, \$2.50) 11-16

A good descriptive account of about 150 varieties of American birds. The conditions under which each bird is found, and its habits, plumage, and song, are given. This author has also written *Birds Through the Year*.

GRINNELL, ELIZABETH and JOSEPH

Our Feathered Friends (Heath, 80 cents) 9-12

Written for children, with the aim of awakening in them an intelligent and sympathetic interest in birds.

HARTLEY, GEORGE I.

The Importance of Bird Life (Century, \$2.00) 13-

An interesting book for older children treating of the relations of bird life to human life.

HUDSON, W. H.

Adventures Among Birds (Dutton, \$4.00) 14-

Exquisite word pictures of birds, written in Hudson's inimitable style. The child who is interested in bird life

and who has a discriminating literary taste will derive a great deal of enjoyment from this book. *Birds in Town and Village* is another excellent book by this author.

KNIGHT, C. W. R.

Wild Life in the Tree Tops (Doran, \$5.00) 13-

Captain Knight has a story-telling ability that should make this book pleasing to both children and adults.

*MILLER, OLIVE THORNE

**Children's Book of Birds* (Houghton, \$3.00) 8-13

This book is also published in two separate volumes, *The First Book of Birds* and *The Second Book of Birds*. Mrs. Miller enjoys an enviable reputation among nature writers. Her work possesses an exceptionally fine literary quality which distinguishes her books from the purely descriptive and instructive manuals of bird life. Besides the large work mentioned, she has also written *True Bird Stories*, *Four-Handed Folk*, *The Bird Our Brother*, *Bird Ways*, *In Nesting Time*, *Little Brothers of the Air*, *A Bird Lover in the West* and *Upon the Tree Tops*, all of which are suitable for use in the grades.

PATCH, EDITH M.

Bird Stories (Atlantic Monthly Press, 80 cents) 8-12

Charming bird biographies, written by an ornithologist whose scientific accuracy is unquestioned. Children nine or ten years of age are sure to like this book.

PATTERSON, S. LOUISE

How to Have Bird Neighbors (Jacobs, \$1.25) 10-14

The author's own experiences in attracting bird neighbors.

REED, C. A.

Western Bird Guide (Doubleday, \$1.75)

Land Birds East of the Rockies (Doubleday, \$1.25)

Water and Game Birds (Doubleday, \$1.25)

Standard pocket guides for identifying birds. These are among the most widely used of all the pocket guides. They are bound in strong imitation leather, and are shaped to fit an ordinary pocket. The coloring of the illustrations is not all that could be desired, but it is exact enough to make easy identification possible.

STICKNEY, J. H., and HOFFMANN, R.

Bird World (Ginn, 80 cents)

7-12

A book that younger children may enjoy. Good for supplementary reading in the third or fourth grades.

WILBUR, HARRIETTE

Bird Gossip (Jacobs, \$1.50)

13-15

A non-technical, well illustrated book that tells of some interesting bird habits.

3. INSECTS AND SPIDERS

BEARD, DANIEL C.

American Boys' Book of Bugs, Butterflies and Beetles (Lippincott, \$3.00)

10-16

An excellent book for both boys and girls, well written and well illustrated.

BRAILLIAR, FLOYD

Knowing Insects Through Stories

9-11

(Funk & Wagnalls, \$1.75)

Stories of the butterflies, beetles, grasshoppers, ants, and other insects, told in a pleasing and accurate way.

CLARK, G. GLENNWOOD

Tiny Toilers and Their Work (Century, \$1.75)

9-14

The lives and work of ants, spiders, and other insects, told in story form.

*COMSTOCK, A. B. and J. H.

**Ways of the Six-Footed* (Comstock, 60 cents)

12-

**Insect Life* (Appleton, \$4.00)

12-

How to Know the Butterflies (Comstock, \$3.50)

12-

The Spider Book (Doubleday, \$5.00)

12-

Prof. and Mrs. Comstock are both well-known scientists, and their work carries weight of authority. The book on butterflies is a manual and field book for use in the East. The books on insect life give classifications, habits, surroundings, and directions for collecting. The book on spiders is one of the most complete descriptive books of its kind. Besides these volumes the Comstocks also publish textbooks on entomology and nature study.

DUNCAN, F. MARTIN

Wonders of Insect Life

9-15

(Oxford University, 35 cents each)

Six books on the life habits of different insects.

*FABRE, JEAN HENRI

Social Life in the Insect World (Century, \$4.00) 9-15*The Wonders of Instinct* (Century, \$4.00) 9-15*The Life of the Spider* (Dodd, \$2.00) 9-15*The Life of the Fly* (Dodd, \$2.00) 9-15*The Mason Bees* (Dodd, \$2.00) 9-15*Bramble Bees and Others* (Dodd, \$2.00) 9-15*The Hunting Wasps* (Dodd, \$2.00) 9-15*The Life of the Caterpillar* (Dodd, \$2.00) 9-15*The Life of the Grasshopper* (Dodd, \$2.00) 9-15*The Sacred Beetle and Others* (Dodd, \$2.00) 9-15*The Mason Wasps* (Dodd, \$2.00) 9-15*The Glow-Worm and Other Beetles* (Dodd, \$2.00) 9-15*More Hunting Wasps* (Dodd, \$2.00) 9-15*The Life of the Weevil* (Dodd, \$2.00) 9-15*More Beetles* (Dodd, \$2.00) 9-15*The Life of the Scorpion* (Dodd, \$2.00) 9-15*Insect Adventures* (Dodd, \$2.50) 9-15**Fabre's Book of Insects* (Dodd, \$5.00) 9-15

No scientist in England or America has presented the facts of the physical and natural sciences as interestingly as has this remarkable French scholar. His work exemplifies what is most desirable in children's books. He popularizes his subjects without making his treatment too unscientific; and his style is so well suited to children that he teaches the most important facts of science without being either over-technical or over-childish. Other books by Fabre will be mentioned in connection with other subjects.

HOLLAND, DR. W. J.

The Butterfly Book (Doubleday, \$5.00)

12-

This is one of the standard books for the study of butterflies and caterpillars. Nearly a thousand species of butterflies are illustrated and discussed, and their capture and preservation described.

*HOWARD, DR. L. O.

**The Insect Book* (Doubleday, \$5.00) 12-

A description of the North American insects—the bees, wasps, ants, grasshoppers, flies, etc., exclusive of the butterflies, moths, and beetles. Profusely illustrated and authentic in every way.

KELLOGG, VERNON

Insect Stories (Appleton, \$1.75) 9-14

Nuova, the New Bee (Houghton, \$2.25) 9-14

Dr. Kellogg's remarkable insect stories make the best kind of supplementary school reading. They are extremely interesting, written in narrative form, and teach many more facts about insects than the child would ever learn from a school course or a textbook. His *Insect Stories* are excellent for supplementary reading in the fourth or fifth grades. They have recently come out in a new edition.

LUTZ, FRANK E.

Field Book of Insects (Putnam, \$3.50) 14-

A book for the older boy or girl who is beginning to take a serious interest in entomology. It contains hints concerning collecting, preserving, and classifying insects, and is fully illustrated.

LYON, D. E.

How to Keep Bees for Profit (Macmillan, \$1.75) 14-

The history and habits of bees, and practical suggestions for their keeping.

MACE, HERBERT

A Book About the Bee (Dutton, \$2.00) 12-

Another book on bees, but this one is not so much a guide to their care and keeping as it is a description of their interesting activities.

MORLEY, MARGARET W.

The Bee People (McClurg, \$1.50) 6-10

Insect Folk (Ginn, Vol. 1, 68 cents, Vol. 2, 80 cents) 7-12

These books are written in an easy narrative style that makes them pleasing to the younger children and suitable for supplementary school and home reading.

PATCH, EDITH M.

Little Gateways to Science

6-9

(Atlantic Monthly Press, \$1.25 each Vol.)

Twelve stories in two volumes about six-footed insects, told very simply for young children. The writer is a well-known scientist.

PATTERSON, ALICE J.

The Spinner Family (McClurg, \$1.75)

11-16

An engaging and accurate account of the common spiders. Well illustrated.

ROBERTSON-MILLER, ELLEN

Butterfly and Moth Book (Scribner, \$2.50)

11-

Studies and observations made by the author on the more familiar species of butterflies and moths. Photographic illustrations.

SCHWARTZ, JULIA A.

Wonderful Little Lives (Little, \$1.75)

9-13

Life stories of the grasshopper, earthworm, spider, fly, etc. It is also published in the cheaper school edition under the name of *Grasshopper Green's Garden*.

SELOUS, EDMUND

Romance of Insect Life (Lippincott, \$3.00)

10-15

The story of insect life told in a happy and interesting narrative style.

4. PLANTS AND FLOWERS

ATKINSON, G. F.

First Studies of Plant Life (Ginn, 84 cents)

10-15

A small illustrated book telling of the growth of plants. The life story of some of the mosses, ferns, flowers, and trees is given.

BARNES, PARKER T.

House Plants (Doubleday, \$2.00)

11-

A description of plants that will grow in the house, together with practical suggestions for their care and culture.

BERGEN, FANNY D.

Glimpses at the Plant World (Ginn, 68 cents) 9-14

Stories of the ferns, the milkweed plants, and many other common field and shore plants. A short, illustrated book.

*BURGESS, THORNTON

**The Burgess Flower Book for Children* 5-9
(Little, \$3.00)

A companion volume to the Burgess Animal and Bird books, but in many respects superior to either. Beautifully illustrated. An excellent work.

CHASE, ANNE

Buds, Stems and Roots 5-8

(Educational Publishing Company, 60 cents)

Nature Stories for Younger Readers 5-8

(Educational Publishing Company, 60 cents)

Some of Our Flower Friends 5-8

(Educational Publishing Company, 60 cents)

Inexpensive little nature readers.

DANA, FRANCES T.

How to Know the Ferns (Scribner, \$2.50) 10-*How to Know the Wild Flowers* (Scribner, \$3.00) 10-*Plants and Their Children* 10-

(American Book, 76 cents)

The first two are among the best guides to the names, haunts, and habits of the common ferns and wild flowers. These are very helpful books for identifying different species in the field and woods. The illustrations are good and the descriptive material is clear and comprehensive. The last book, *Plants and Their Children* is an account of plant life that is sure to interest the younger children.

DUNCAN, F. MARTIN

Wonders of Plant Life 9-14

(Oxford University, 35 cents each book)

Six small books dealing with different phases of plant life: *The Story of the Plants*, *Plants and Their Chil-*

dren, Land and Water Plants, Plant Traps and Decoys, Some Curious Plants, Plant Friends and Foes. This is a very good set, instructive and well written.

DUNCAN, FRANCES

Mary's Garden and How It Grew (Century, \$1.75) 8-12

This is a "child's handy book of gardening in the form of a story." The author has also written *When Mother Lets Us Garden*, which has been used by many little children as a guide to garden making.

DUNHAM, EDITH

Fifty Flower Friends with Familiar Faces 11-15
(Lothrop, \$1.75)

A field book for children to guide them in finding and recognizing the common wild flowers.

FABRE, JEAN HENRI

Field, Forest, and Farm (Century, \$2.50) 9-14

Another of the splendid books of this famous French scientist, *Field, Forest, and Farm* tells of gardening and fruit culture.

FRANCES, MARY E.

The Book of Grasses (Doubleday, \$5.00) 11-

One of the Nature Library Series. This book is the only one of its kind. It is fully illustrated, written in an interesting way, and makes a valuable addition to any set of nature books.

FREE, MONTAGUE

Flowers of Winter (Doubleday, \$1.25) 12-

One of the Pocket Garden Series, which includes three similar books on the flowers of spring, summer, and fall. Each volume is fully illustrated, thus making an excellent reference book. See "Shaw" for other books in this series.

FRENCH, ALLEN

Beginner's Garden Book (Macmillan, \$1.60) 11-

A textbook for the upper grammar grades that is useful as a guide for home gardening as well as for school work.

FULLERTON, E. L.

Book of the Home Garden (Appleton, \$2.50) 13-

A series of articles on gardening originally published in the *Country Gentleman*. The descriptions and directions are explicit and simple enough for the child reader to understand and follow. Well illustrated and thoroughly indexed.

FULTZ, FRANCES M.

Fly-Aways and Other Seed Travelers 7-10
(Public School Publishing Company, 60 cents)

A little book that describes the methods of seed distribution. Good for supplementary reading in the schools.

KEELER, HARRIETT L.

The Wayside Flowers of Summer (Scribner, \$1.75) 13-*Our Northern Autumn* (Scribner, \$1.75) 13-*Our Early Wild Flowers* (Scribner, \$1.75) 13-*Our Garden Flowers* (Scribner, \$3.00) 13-*Our Northern Shrubs and How to Identify Them* 13-
(Scribner, \$3.00)

Very helpful books for the study of flowers and shrubs. All of them are well illustrated, and the text is entertaining and accurate.

LOUNSBERRY, ALICE

Wild Flower Book for Young People 10-14
(Stokes, \$2.50)

A study of common wild flowers, told in the form of a story. The narrative style of the book makes it interesting reading for children.

MARSHALL, NINA L.

Mosses and Lichens (Doubleday, \$5.00) 13-

An authoritative book that may be used as a text or for reference.

MATHEWS, F. S.

Field Book of American Wild Flowers 12-
(Putnam, \$3.50)

A manual of wild flowers, for the child's use in the fields and woods.

- Book of Wild Flowers for Young People* 12-
(Putnam, \$3.00)

In the form of familiar talks, the author describes the wild flowers for each month, beginning with April. Well illustrated.

MORLEY, MARGARET W.

- Flowers and Their Friends* (Ginn, 72 cents) 9-12

- Little Wanderers* (Ginn, 56 cents) 9-12

Agreeable, simple stories about flower life and seed distribution.

REED, C. A.

- Flower Guide—Wild Flowers East of the Rockies*
(Doubleday, \$1.25)

- Western Flower Guide* (Doubleday, \$1.75)

Standard field books, bound in strong imitation leather. They are of a handy size to slip into the pocket for use in the field and woods. Fully illustrated and carefully arranged for easy identification.

RION, HANNA

- Let's Make a Flower Garden* (McBride, \$2.00) 12

A book written to interest both children and adults in gardens. Directions for planting and culture are given and specific advice as to care. The book should arouse considerable enthusiasm for gardening, for the author's enthusiasm is contagious.

ROGERS, JULIA ELLEN

- Useful Plants Every Child Should Know* 9-12
(Grosset, \$1.00)

A well-known book that describes in a satisfying way some of the more familiar plants.

SHAW, ELLEN E.

- Garden Flowers of Autumn* (Doubleday, \$1.25) 12-

- Garden Flowers of Spring* (Doubleday, \$1.25) 12-

- Garden Flowers of Summer* (Doubleday, \$1.25) 12-

A series of flower manuals, in a pocket-size edition, fully illustrated, and excellent for use as garden guides in the various seasons.

STACK, FREDERICK W.

Wild Flowers Every Child Should Know

9-12

(Grosset, \$1.00)

One of the best of the non-technical books to introduce children to the wonders of wild flowers.

THOMAS, H. H.

The Complete Amateur Gardener

14-

(Funk & Wagnalls, \$6.00)

Mr. Thomas, editor of *The Gardener*, has written books on every phase of gardening. About twenty-five of his books are published by Funk & Wagnall's, covering everything from bulb growing to rock gardening. Mr. Thomas knows his subject, and he gives his directions and advice in an authoritative manner. His books are all well illustrated, and would be of value to the boy or girl who is taking a serious interest in gardens.

VERRILL, A. HYATT

Harper's Book for Young Gardeners (Harper, \$2.00)

11-

A handbook of gardening, telling how to make gardens for ornament or profit.

WEED, CLARENCE M.

The Flower Beautiful (Houghton, \$3.00)

12-

Careful observations and descriptions written in an interesting way.

WOOLSON, G. A.

Ferns and How to Grow Them (Doubleday, \$1.25)

13-

A practical book, telling of the different kinds of ferns, where to find them, and whether or not they may be grown in the house or garden.

5. TREES

*DORRANCE, JOHN G.

**Story of the Forest* (American Book, 68 cents)

10-12

Contents: "The Forests of America," "The Tree and How It Lives," "The Tree and How It Dies," "How to Know the Trees," "Work in the Woods," "By-products of the Forest," "Trees in American History."

EMERSON, C. P., and WEED, M. D.

Our Trees, How to Know Them (Lippincott, \$3.50) 13-16

Characteristics of trees, their distribution, culture, habits and fruits. Numerous and excellent photographic illustrations.

KEELER, HARRIET L.

Our Native Trees and How to Identify Them 12-
(Scribner, \$3.00)

A helpful manual for identifying the trees. Fully illustrated with photographs and sketches.

LOUNSBERRY, ALICE

Guide to the Trees (Stokes, \$4.00) 12-

Contains descriptions of nearly 200 trees and a number of shrubs. Arranged according to the kinds of soil in which the trees grow. Family, shape, height, range, and time of bloom are all given in each case.

MATHEWS, F. S.

Field Book of American Trees and Shrubs 12-
(Putnam, \$3.50)

"A concise description of the character and color of species common throughout the United States." A reliable guide, valuable also for the author's excellent pen drawings.

McFARLAND, J. HORACE

Getting Acquainted with the Trees (Macmillan, \$1.75) 11-

Popular sketches of tree life, written to interest people in the beauty and usefulness of trees.

McFEE, INEZ

The Tree Book (Stokes, \$2.00) 10-15

The more common trees described and discussed. A good book for the child who enjoys nature study, but who does not wish a definite guide or handbook.

MOON, F. F.

Book of Forestry (Appleton, \$3.00) 14-

A technical book by a professor of forestry who is an authority in his field. Part II on trees and shrubs has been listed as of value to boy scouts.

PACK, CHARLES

Trees as Good Citizens 11-16

(American Tree Association, \$2.00)

School Book of Forestry 11-16

(American Tree Association, \$1.00)

Two good books for home or school use, which discuss forestry and the uses of trees and timber.

ROGERS, JULIA ELLEN

The Tree Book (Doubleday, \$5.00) 11-

Tree Guide (Doubleday, \$1.25) 11-

Trees Every Child Should Know (Grosset, \$1.00) 9-15

The first two are beautifully illustrated reference books. The last is a simple account of trees and tree life, written especially to interest children in common trees.

ROTH, FILIBERT

First Book of Forestry (Ginn, \$1.00) 10-14

This book tells of the woods, of methods of forest protection, of distinguishing marks of trees, etc.

STOKES, SUSAN

Ten Common Trees (American Book, 52 cents) 8-12

A simple sketch of the more common trees, such as the willow, elm, oak, walnut, apple, birch, chestnut, horse-chestnut, pine, and maple. Told in story form to appeal to younger children. Suitable for fourth grade reading.

6. AQUATIC LIFE

ARNOLD, AUGUSTA F.

The Sea Beach at Ebb Tide (Century, \$5.00) 12-16

A guide to the seaweed, mosses, shells, and mollusks, with directions for collecting and preserving. It is a bit technical as to style, but it makes a valuable handbook of the plant and animal life found along the seashore.

CHISHOLM, LOUIS

The Sea Shore (Nelson, \$1.25) 9-12

One of the "Shown to the Children" books, edited by Louis Chisholm. These books are well illustrated and are designed to entertain as well as to instruct.

***CROWDER, WILLIAM**

**Dwellers of the Sea and Shore* (Macmillan, \$2.25) 12-

A book of real science written in a style that is easy to read. An excellent book, illustrated, and arranged in a good order. Good for supplementary reading in about the seventh grade, but equally good for the home library.

DUNCAN, F. MARTIN

Wonders of the Sea 9-15
(Oxford University, 35 cents each book)

A series of six books written in story form, telling of different phases of sea life, the shore, the fish, and the birds. Extensively used in English schools.

GAYLORD, ILSIEN N.

Little Sea Folk (Little, \$1.50) 7-12

An attractive book telling of the crab, the lobster, and other forms of the animal life that inhabit the sea.

HARDY, A. S.

Sea Stories for Wonder Eyes (Ginn, 68 cents) 6-11

Little stories of plant and animal life along the shore and in the sea.

HEILPRIN, ANGELO

The Animal Life of Our Seashore 11-16
(Lippincott, \$1.25)

One of the older books that has been widely read, both in the home and school. Illustrated.

HULIT, LEONARD

Fishing with a Boy (Appleton, \$2.00) 11-15

A descriptive essay on fishing, told in easy narrative style. Like others of its kind, it is only interesting to those who take a keen enjoyment in fishing.

INGERSOLL, ERNEST

The Book of the Ocean (Century, \$2.50) 8-13

A book written especially for young people, telling of the wonders of the ocean and ocean life. Only a small part of the book is devoted to aquatic life; it is mostly about tides and currents, the building of ships, etc.

JORDAN, DAVID STARR, and EVERMAN, BARTON

American Food and Game Fishes (Doubleday, \$5.00) 12-

A standard work on fishes; accurate as to facts, and well illustrated. Good for a reference book for older children.

RHEAD, L. J.

The Book of Fish and Fishing (Scribner, \$2.00) 12-

A handy reference book for the boy who enjoys fishing.

ROGERS, JULIA ELLEN

The Shell Book (Doubleday, \$5.00) 12-

A standard book for the child who collects shells. He will find here descriptions and illustrations of the different shells.

THOMPSON, JEAN

Water Wonders Every Child Should Know 8-13
(Grosset, \$1.00)

A standard book on aquatic life. The material and style are both stimulating.

VERRILL, A. HYATT

Rivers and Their Mysteries (Duffield, \$1.50) 10-16*The Ocean and Its Mysteries* (Duffield, \$1.50) 10-16*Islands and Their Mysteries* (Duffield, \$1.50) 10-16

Three popular books describing sea and river life. The style is pleasant and the material descriptive. Tide, currents, animal life, and plant life are discussed.

WARD, FRANCIS

Animal Life Under Water 11-15

(Funk & Wagnalls, \$3.00)

A description of the habits of aquatic animals, such as the beaver and otter, and of marine birds, such as the gull and the heron. Profusely illustrated with photos made by a special under-water camera.

7. MINERALS, ROCKS, AND METALS

DANA, EDWARD S.

Minerals and How to Study Them (Wiley, \$2.00) 14-

An introduction to mineralogy for the boy or girl who has begun to take a serious interest in the study. The book is too technical for general reading, but it is a good reference book.

DAVIS, WATSON

The Story of Copper (Century, \$3.00) 13-

A non-technical book written in a popular style on the why and wherefore of copper, its use in wire, utensils, etc.

FAIRBANKS, H. W.

Stories of Our Mother Earth 9-14

(Educational Publishing Company, 75 cents)

Stories of Rocks and Minerals 9-14

(Educational Publishing Company, \$1.00)

The common rocks and minerals, and some of the natural resources are treated in story form. Mr. Fairbanks' little book, *Home Geography*, is also good.

FRASER, CHELSEA C.

Secrets of the Earth (Crowell, \$1.75) 11-15

A popular account of the hidden things of the earth—oil, iron ore, silver, gold, and other natural products of economic importance.

GREW, E. S.

The Romance of Modern Geology 12

(Lippincott, \$3.00)

The story of the making of the earth.

*HAWKSWORTH, HALLAM

**The Strange Adventures of a Pebble* 10-16

(Scribner, \$1.20)

Real geologic information given in a very readable form. The book tells the story of the "earth dramas and how to read them in the landscape and stones." Another excellent book by this same author is:

**Adventures of a Grain of Dust* (Scribner, \$1.20) 10-16

The story of how nature makes and fertilizes the soil.
Both of these books may be procured in school editions.

KELLEY, J. G.

The Boy Mineral Collectors (Lippincott, \$1.75) 10-15

A good informational book that tells in story form
about minerals and precious stones.

LOOMIS, FREDERICK B.

Field Book of Common Rocks and Minerals 14-
(Putnam, \$3.50)

A handbook for identifying common rocks and minerals,
well illustrated in color and black and white, and scien-
tifically accurate in every detail.

ROCHELEAU, W. F.

Great American Industries—Minerals 10-
(Flanagan, 75 cents each book)

A book in the Great American Industries Series which
consists of four very practical and interesting volumes.

SMITH, J. R.

The Story of Iron and Steel (Appleton, \$1.75) 13-

A sketch of the development in the production of iron
and steel. Well written and interesting.

SPENCER, L. J., and HAMMON, W. D.

World's Minerals (Stokes, \$5.00) 12-15

Perhaps the best non-technical account of minerals, suit-
able for either the home or school library.

SPRING, L. W.

Non-Technical Chats on Iron and Steel 12-15
(Stokes, \$3.00)

Tells of the progress of iron from ore to mill. Good
illustrations; good print.

TALBOT, F. A.

All About Treasures of the Earth 9-14
(Funk & Wagnalls, \$2.25)

An enjoyable account of coal, iron, gold, etc.

Oil Conquest of the World (Lippincott, \$1.75) 11-15

The production of oil, its recovery, and the consequences of its use.

TOWER, W. S.

The Story of Oil (Appleton, \$2.00) 9-14

The title describes the book. It is an entertaining narrative embracing the production and uses of oil.

8. CAMPING AND WOODCRAFT

ADAMS, J. H.

Outdoor Book for Boys (Harper, \$1.75) 10-15

The ways of getting the most fun and enjoyment from outdoor life.

*BEARD, DANIEL C.

American Boy's Handybook of Camp-Lore and Woodcraft (Lippincott, \$3.00) 12-

How to pack supplies, prepare for camp, build the campfire, etc.

Shelters, Shacks and Shanties (Scribner, \$1.75) 12-

How to build shelters suited to every climate from the coldest to the warmest.

Field and Forest Handybook (Scribner, \$3.00) 10-15

How to get the most enjoyment out of a vacation at any time of the year.

BEARD, LENA and A. P.

On the Trail (Scribner, \$1.75) 12-

An outdoor book for girls written to help them "find the same happiness in the life of the open that the American boy has enjoyed since the first settler built his cabin on the shores of the new world."

CAVE, EDWARD

The Boy Scout's Hike Book and Camp Book (Doubleday, \$1.75) 10-15

How to choose the camp site; how to make camp, break camp, etc., including all kinds of suggestions for hiking and camping.

GRINNELL, G. B., and SWAN, E. L.

Harper's Camping and Scouting (Harper, \$2.00) 10-14

A guide for camp life, giving practical instructions for living in the woods and forest.

*KEPHART, HORACE

Camping and Woodcraft* (Macmillan, \$3.00) 12-Camp Cookery* (Macmillan, \$1.00) 12-

The book *Camping and Woodcraft* was formerly published in two volumes, the first on camping and the second on woodcraft. These two have now been combined in one, and are published in a single pocket edition, fully illustrated and bound in a flexible cloth that will stand the wear of reference use in camp and on the trail. The book *Camp Cookery* is one of the few of its kind; it is excellent for the camper's use.

MARKS, JEANNETTE

Vacation Camping for Girls (Appleton, \$1.50) 12-

A practical handbook, useful and concise. Well illustrated.

SETON, ERNEST THOMPSON

Book of Woodcraft (Doubleday, \$2.00) 12-*Woodcraft Manual for Boys* (Doubleday, 75 cents) 12-*Woodcraft Manual for Girls* (Doubleday, 75 cents) 12-

The first deals with the principles of woodcraft, discussing hunting and outdoor athletics. The second and third tell of sports and woodcraft.

VERRILL, A. HYATT

The Boy's Outdoor Vacation Book (Dodd, \$1.75) 10-15

A manual of outdoor life: how to sail and handle boats; what to know about woodcraft and trailing; what to do in an emergency, etc.

WHITE, STEWART EDWARD

The Forest (Doubleday, \$2.00) 12-

A book written to inspire the older boys and girls and all adults with a love of the open. The science of going "light," the call to the woods, the open water canoe trip, and the long hike are discussed with a vividness that will put an answering call into every nature lover's heart.

9. NATURE MYTHS AND STORIES

The books in this list are mostly for children under ten years of age, although older children may enjoy them. They are not all myths or purely imaginative narratives; some are realistic, and based on fact and observation. They are not, however, of such a nature that they could be placed in the Natural Science list.

ANDREWS, JANE

The Stories Mother Nature Told Her Children 7-11
(Ginn, 64 cents)

Stories of My Four Friends (Ginn, 60 cents) 7-11

Simple nature stories and sketches. The first book tells about coal, the frost, the seeds, and other natural objects; the second tells about the four seasons of the year. The Jane Andrews' books are popular among young children in the second, third, or fourth grades.

BERTELLI, LUIGI

The Prince and His Ants (Holt, \$1.35) 7-10

Translated from the Italian by Woodruff. It is the story of a little Italian boy who becomes an ant and has many interesting adventures with the ants, bees, and wasps.

BRANNER, J. C.

How and Why Stories (Holt, \$1.75) 9-

A collection of quaint accounts of the creation of animals, as told by the negroes of the Old South, including such stories as "How the Snake Lost His Legs," etc.

BRECK, JOHN

Told at Twilight Stories 5-10
(Doubleday, 60 cents each book)

A new series of nature myths and animal tales that should interest the younger children. Although the animals in these stories convey information to each other, these are not ordinary talking-beast tales. All the facts and episodes are based on long observation of the wood folk.

BURGESS, THORNTON

Old Mother West Wind Series, 8 Vols.

5-9

(Little, \$1.00 each)

Mr. Burgess enjoys an enviable reputation for popularity among children. The Mother West Wind Tales deal with little animals and natural forces that are given human characteristics. An important feature in the Burgess books is their attractive appearance due to the make-up and illustrations.

CANDEZE, ERNEST

The Adventures of Grillo, or the Cricket Who Would Be King (Ginn, 64 cents)

9-12

An agreeable story by an Italian writer, telling in narrative form some interesting facts of insect life.

CHAFFEE, ALLEN

Mammy Cottontail (Bradley, \$1.25)

4-8

An attractive book of nature stories telling of the adventures of Mammy Cottontail and her friends and foes.

COOKE, FLORA J.

Nature Myths and Stories (Flanagan, 50 cents)

6-10

A pleasant book of nature myths and stories.

DAVIES, E. C.

Our Friends at the Farm (Crowell, \$2.00)

9-13

A well illustrated sketch of farm life and farm animals.

GOULD, A. W.

Mother Nature's Children (Ginn, 88 cents)

8-10

Showing the mutual dependence of all living things.

*HARRIS, JOEL C.

**Uncle Remus and His Friends* (Houghton, \$1.75)

8-12

These whimsical negro tales of talking animals have entertained children for many years.

HOLBROOK, FLORENCE

The Book of Nature Myths (Houghton, 68 cents)

6-10

Folklore about animals, birds and natural objects. Interesting to the younger children.

HUDSON, W. H.

Little Boy Lost (Knopf, \$1.25) 9-12

An unusual book, notable for its literary quality. It is an imaginative fairy tale based on Hudson's own childhood in South America, where he studied and learned to love the natural objects that surrounded him.

PAINE, ALBERT BIGELOW

Hollow Tree Books (Harper, 60 cents each) 8-12

More talking-beast tales. These are well-known and popular stories telling of the raccoon, the possum, the crow, and other Hollow Tree folk. More remarkable for quaint characterization than for animal lore.

SHOWERMAN, GRANT

A Country Child (Century, \$2.00) 10-13*A Country Chronicle* (Century, \$2.00) 10-13

Simple sketches of farm life as seen through the eyes of a boy. Good style and realistic and interesting material.

10. ANIMAL FICTION

The value of the following books lies not so much in their informational content (for most of them are straight fiction), as in their entertaining story content, which should awaken in the child a sympathy and love for animals, and a desire to go further with nature study and natural science. They should encourage the child, too, in the observation of animal life, should teach him to recognize different animals of the field and woods, and should provide an interesting introduction to more technical books.

ATKINSON, ELEANOR S.

Greyfriars Bobby (Burt, \$1.75) 11-15

The story of a faithful little Skye terrier. An especially popular story for boys of twelve or thirteen years.

BAKER, OLAF

Shasta of the Wolves (Dodd, \$2.00) 10-13

How an Indian boy left to die in the forest is found and protected by a mother wolf and grows to manhood

knowing only the life of the wild, the ways of its folks, and the language of the different animals that he meets. A book that rather taxes the credence of the literal-minded child, but that is interesting and vivid enough to hold the attention of all.

Dusty Star (Dodd, \$2.00) 10-13

An Indian boy and his wolf cub grow up together and the boy learns much of the ways of the wild folk.

DARLING, E. B.

Baldy of Nome (Penn, \$2.50) 10-14

The exciting adventures of an Alaskan dog and his young owner.

DE LA RAMÉE, LOUISE (OUIDA, pseud.)

A Dog of Flanders 8-11

Moufflou 8-11

This author, writing under the name of "Ouida," wrote several sensational stories for adults that brought her work into more or less disrepute. Her children's stories are of high literary quality, however, and are deservedly popular. They appeal greatly to the child of eight or nine.

GASK, LILIAN

All about Pets (Crowell, \$2.50) 9-14

Babes of the Wild (Crowell, \$2.00) 9-14

The Hundred Best Animals (Crowell, \$3.00) 9-14

Stories of dogs, cats, goats, squirrels, and other well-known animals, told in a popular, entertaining way.

GHOSH, SARAH

The Wonders of the Jungle 8-11
(Heath, 96 cents each Vol.)

Two volumes, Book I and Book II. The stories deal with jungle animals, their lives and habits. The style is especially suited to children in the third or fourth grades.

HAWKES, CLARENCE

King of the Flying Sledge (Jacobs, \$1.60) 9-16

Trails to Woods and Waters (Jacobs, \$1.60) 9-16

Mr. Hawkes is a close observer of animal life, and he possesses a knowledge of animals that has enabled him

to write some very interesting animal biographies and tales. Besides the two above mentioned, the first a biography of a reindeer, and the second a collection of animal tales, Mr. Hawkes has also written:

Black Bruin (Jacobs, \$1.60)—the biography of a bear.
King of the Thundering Herd (Jacobs, \$1.60)—the story of a bison.

Piebald, King of Bronchoes (Jacobs, \$1.60)—the story of a wild horse.

Shovelhorns (Jacobs, \$1.60)—the story of a moose.

A Wilderness Dog (Jacobs, \$1.60)—the story of a gray wolf.

Tenants of the Trees (Jacobs, \$1.60)—stories of the birds and the tree folk.

JORDAN, DAVID STARR

The Story of Matka (World Book, 80 cents) 9-14

True Tales of Birds and Beasts (Heath, 84 cents) 9-13

The first is Kipling's *Romance of the White Seal* retold for children; and the second is a collection of stories from many famous authors.

*KIPLING, RUDYARD

Jungle Books 9-15

All of Kipling's animal stories are fascinating to children, but the *Jungle Books*, of which there are two, the First and Second Books, are the best of his work for children's reading. There is hardly a child who does not enjoy these books.

LANGFORD, GEORGE

Stories of the First American Animals 10-16
 (Boni & Liveright, \$3.00)

Pleasant stories, written especially for children, about the strange animals that were in the United States before historic times.

LONDON, JACK

The Call of the Wild 10-15

This famous dog story stands near the head of many lists of children's preferences in reading. It is a good story, appealing to the love of adventure in both girls and boys.

LONG, WILLIAM J.

Wood Folk Series (Ginn, 68 to 72 cents each Vol.) 10-15

There are seven volumes in this series, named as follows: *A Little Brother to the Bear*, *Northern Trails* (two volumes), *Secrets of the Woods*, *Ways of Wood Folk*, *Wilderness Ways*, and *Wood Folk at School*. Mr. Long is one of the best of the modern writers of animal stories. Although his books are written in an entertaining narrative style, they differ from the usual animal fiction, of the *Black Beauty* type, in that the fiction element is subordinated to the realistic descriptions and explanations. The books are small and inexpensive.

MUIR, JOHN

Stickeen (Houghton, 50 cents) 10-15

A dog story, of singular appeal. Mr. Muir's book on *Our National Parks* is well known to teachers.

MUKERJI, DHAN GOPAL

Kari the Elephant (Dutton, \$2.00) 9-14

An excellent type of animal story—the life story of a real elephant, told in an unusually realistic and interesting style.

OLLIVANT, ALFRED

Bob, Son of Battle (Doubleday, \$2.00) 12-

A dog story that is often termed the finest ever written. It is straight fiction, and must be read as such.

OUIDA, pseud. (See De la Ramée)

QUIROGA, HORACIO

South American Jungle Tales (Duffield, \$1.75) 11-

Stories of South American jungle animals—the flamingoes, ant eaters, armadillos, panthers, and other animals that are found in the forests and around the rivers of South America. An interesting book, well translated from the Spanish by Arthur Livingstone.

RICHARDS, LAURA E.

Four Feet, Two Feet and No Feet (Estes, \$2.00) 6-11

Stories about animals, fishes, and birds, told for the younger children. Well written and well illustrated.

ROBERTS, CHAS. G. D.

<i>Watchers of the Trails</i> (Page, \$3.00)	10-15
<i>Kindred of the Wild</i> (Page, \$3.00)	10-15
<i>Haunters of the Silences</i> (Page, \$3.00)	10-15
<i>The House in the Water</i> (Page, \$3.00)	10-15
<i>Kings in Exile</i> (Macmillan, \$1.00)	10-15
<i>Hoof and Claw</i> (Macmillan, \$1.00)	10-15

Mr. Roberts, one of the best known of the writers of nature fiction, has written more than the books named above; these titles, however, suggest the quality of all his writing. There is in his work a command of situation and descriptive detail that has caused some reviewers to place his stories at the very head of nature fiction.

ROOSEVELT, THEODORE

<i>Good Hunting</i> (Harper, \$1.60)	12-
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The big game books of Roosevelt are of great interest to many of the older boys. The book mentioned is one of the shorter works of this famous American. *African Game Trails* and *Through the Brazilian Wilderness*, are both fascinating accounts of adventure.

ROSS, ESTELLE

<i>The Book of Noble Dogs</i> (Century, \$2.00)	11-
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Stories of celebrated dogs of history, literature, and mythology.

SCOVILLE, SAMUEL, JR.

<i>Wild Folk</i> (Atlantic Monthly Press, \$2.00)	11-
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A story of the coon, the black bear, and the skunk, written with the purpose of protestation against traps.

SETON, ERNEST THOMPSON

<i>Wild Animals I Have Known</i> (Scribner, \$2.50)	9-15
<i>Biography of a Silver Fox</i> (Century, \$2.00)	9-15
<i>Biography of a Grizzly</i> (Century, \$2.00)	9-15
<i>Wild Animals at Home</i> (Doubleday, \$2.00)	9-15

The vivid and dramatic stories of Mr. Seton have achieved well merited popularity. They may be highly recommended for children's reading as they are interesting enough to hold the attention of the child, and they are instructive enough to make them worth using.

SEWELL, ANNA

Black Beauty

8-15

This is one of the old classics for children. It is called the "Uncle Tom's Cabin" of animal stories, preaching care and consideration for horses. There is a standing argument among literary critics as to whether or not this book is "good literature," but children continue to read it and enjoy it, quite regardless of the argument.

SHARP, DALLAS L.

Beyond the Pasture Bars (Century, 85 cents)

9-14

A Watcher in the Woods (Century, \$1.35)

9-14

Mr. Sharp has written many charming descriptive studies of nature. His writing contains more realistic description than fiction, and he tells of farmyard animals and out-of-door life in a way that will encourage in the child the habit of observation. The books are attractively illustrated by Bruce Horsfall.

TERHUNE, ALBERT PAYSON

Lad: A Dog (Dutton, \$2.00)

10-15

Mr. Terhune's dog stories are all very popular with boys about the age of thirteen.

THORNTON, EDWARD

Field and Forest Folk (Oxford University, 60 cents) 10-12

Sketches of the little animals that live in the woods.

CHAPTER XV

SCIENCE AND INDUSTRY

1. *General Science*
2. *Electricity and Radio*
3. *Astronomy*
4. *Chemistry*
5. *Engineering, Machinery, and Mechanics*
6. *Aviation*
7. *Inventions*
8. *Commerce and Industry*
9. *Occupations and Amusements*
10. *Children's Encyclopedias*

At the present day there are fewer books suitable for children's reading in the field of science than in any other field. This is not because children are not interested in the physical sciences; their own natural questions prove this to be untrue. What normal child never asks about the rocks or the stars? But what normal child can understand the technical books on geology or astronomy that are now on the market? The need for books, suitable for children's reading, on subjects relating to the sciences, is urgent. The general science teacher in the junior high school has a pitifully limited supply of interesting literature to which she may refer her pupils for supplementary reading. The parent whose child is showing an interest in electricity, geology, astronomy, chemistry, or the like, has so few books to call to his aid that, unless he himself is acquainted with the science, his child's questions must go unanswered.

The need for books on science is not for the "written down" kind that explain a difficult subject in patronizing terms for the childish mind. It is, rather, for the simple,

interesting narrative that tells of natural principles in an entertaining and yet instructive way. Scientists, with their extensive technical vocabularies, naturally find it difficult to express technical facts in the simple, readable style that children demand. If more were willing to make the attempt, however, something would be done to meet the greatest of all needs in books for children.

Many of the books noted in these lists are far from ideal, but they are among the best that can now be obtained.

Books marked with a star represent the best in each section

1. GENERAL SCIENCE

BRAGG, SIR WILLIAM

World of Sound (Dutton, \$2.00) 9-15

Delightfully written and illustrated lectures for juvenile audiences.

BUCKLEY, ARABELLA

The Fairyland of Science (Appleton, \$2.50) 12-15

This is a standard book on general science that has been in circulation among older children for many years. It is a pioneer work in popularizing science for children, and although it contains none of the new developments, it is still excellent reading.

CLARK, B. M.

Introduction to Science (American Book, \$1.48) 11-15

A textbook, but one of the simpler, less technical ones. It has chapters on heat, food, fuel, bacteria, dyes, etc.

COLE, N. B., and ERNST, C. H.

First Aid for Boys (Appleton, \$1.50) 13-

A manual for boy scouts and other young people who wish to learn the elementary principles of giving first aid. All directions are simplified by diagrams.

EDGERTON, A. C.

Queen Nature's Fairy Helpers (Noble, 80 cents) 6-8

A descriptive book on general science for the younger children. It gives a background for later study.

*FABRE, JEAN HENRI

**Story Book of Science* (Century, \$2.50) 9-14

Like all of Fabre's writing, this book is excellent for children's reading. It tells, in story form, the wonders of the earth and its creatures.

FALL, D.

Science for Beginners (World Book, \$1.60) 10-14

An introduction to scientific facts. Simple experiments are suggested.

GIBSON, CHARLES R.

The Great Ball on Which We Live 9-15
(Lippincott, \$2.50)

A good book for the younger children, giving a glimpse of the different natural forces and the sciences which explain them.

The Romance of Scientific Discovery 10-15
(Lippincott, \$3.00)

The story of science; what it means, and how it has developed.

Heroes of the Scientific World (Lippincott, \$2.50) 10-15

Brief accounts of famous men who have contributed toward scientific thought and discoveries. Many of their scientific accomplishments are outlined.

GOLDSMITH, MILTON

I Wonder Why (Sully, \$1.75) 8-13

A general encyclopedia of scientific knowledge for the child who is always "wondering why." The principles of light, heat, power, air, etc., are explained in simple language.

HODGSON, DANIEL R.

An Elementary General Science 11-
(Hinds, Hayden, \$1.80)

Answers to many questions commonly asked by children and adults—why we see objects upright, what are germs, how to tell the weather, etc. A most interesting book written by a scientist who put time and thought into the writing.

HOLDEN, EDWARD S.

The Sciences (Ginn, 84 cents) 11-14

A group of children converse about astronomy, physics, chemistry, physiography, and meteorology.

MORGAN, ALFRED P.

Boys' Home Book of Science and Construction 11-
(Lothrop, \$2.50)

Includes both physics and chemistry. Directions are given for many simple experiments.

ROGERS, JULIA ELLEN

Earth and Sky Every Child Should Know 9-11
(Grosset, \$1.00)

A clear and simple explanation of the principles of geology, nature study, and astronomy.

SEERS, A. WADDINGTON

The Earth and its Life (World Book, \$1.20) 12-16

An account of the evolution of our planet and its organic life. The book has been recommended as a useful and stimulating introduction to the sciences of biology and geology.

SLOSSON, E. E.

Keeping Up with Science (Harcourt, \$2.50) 12-

An extraordinarily vivid and interesting account of developments in modern science told by a recognized authority.

SMITH, W. P., and JEWETT, E. G.

Introduction to the Study of Science 10-14
(Macmillan, \$1.60)

This is a textbook that would probably not be chosen by many children as outside reading, but it contains information in which the scientifically-minded boy or girl will be interested.

SNYDER, WM. H.

Everyday Science (Allyn & Bacon, \$1.40) 12-15

A textbook on general science that seventh or eighth grade pupils may use for home reading.

*THOMPSON, J. ARTHUR

**The Outline of Science* (Putnam, \$4.50 each Vol.) 9-

This is the best work of its kind that has been published up to the present day. It comes in four volumes, and is profusely illustrated throughout. It is a true outline of science, giving in simple and readable style a survey of scientific thought and discovery in an historical setting. The many illustrations make the books attractive and stimulating to children.

WEBB, H. A., and DIDCOCK, J. J.

Early Steps in Science (Appleton, \$1.68) 12-15

A textbook in general science covering an unusually wide range of topics, including something on the working of the mind. Abounds in instructive experiments which can be performed in the home.

WHYTE, ADAM G.

The Wonder World We Live In (Knopf, \$3.00) 9-16

A good introduction to the principles of general science written in a non-technical style.

WILLIAMS, HENRY S. (TOM TIT, pseud.)

Scientific Amusements (Nelson, \$2.00) 9-15

An unusual and interesting book. The first part on practical geometry would appeal to only a few, but the last part, which forms most of the book, gives physical experiments, recreations, and tricks that are clever and delightful. This book was first published in France, and was later translated and adapted by Prof. C. G. Knott of the University of Edinburgh. It is now published in England by Nelson, and may be obtained through the American Nelson Company.

2. ELECTRICITY AND RADIO

ADAMS, J. N.

Harper's Electricity Book for Boys 9-15
(Harper, \$2.00)

A good general reference book for the child's use. He will find here descriptions of different pieces of apparatus and a general discussion of electricity.

CLARKE, CHARLES R., and SMALL, S. A.

The Boy's Book of Physics (Dutton, \$2.50) 11-16

For the boy who is showing an interest in home experimentation, this book gives simple directions for setting up apparatus and performing experiments.

COLLINS, F. A.

The Book of Electricity (Appleton, \$1.50) 10-15

Practical directions for making electrical fixtures and for setting up different pieces of apparatus.

The Wireless Man (Century, \$1.75) 10-15

A story of the remarkable achievements of the wireless.

GIBSON, CHARLES R.

Romance of Modern Electricity (Lippincott, \$3.00) 10-15

A well written account of principles and applications.

HIBBERT, WALTER

Popular Electricity (Funk & Wagnalls, \$1.75) 11-16

A well illustrated reference book that contains good descriptive material.

HOMANS, J. E.

First Principles of Electricity (Sully, \$1.50) 13-

A technical treatment of electricity that will interest the boy or girl who has previous knowledge of the subject.

HOUSTON, EDWIN J.

The Wonder Book of Light (Stokes, \$2.00) 11-16

The Wonder Book of Magnetism (Stokes, \$2.00) 11-16

Physical principles explained in a clear narrative style.

JONES, BERNARD E.

Wireless Telegraphy (Funk & Wagnalls, \$1.00) 11-15

An account of the principles and methods of wireless telegraphy.

*KNOX, GORDON D.

**All about Electricity* (Funk & Wagnalls, \$2.25) 10-16

Written to give young people an idea of the principles behind the application of electricity in everyday ways. One of the most satisfying books on electricity for boys.

WILLIAMS, HENRY S. (TOM TIT, pseud.)

Practical Radio (Funk & Wagnalls, \$1.75) 12-

A good book explaining both the scientific and the practical aspects of radio.

YATES, RAYMOND F., and PACENT, L. G.

The Complete Radio Book (Century, \$2.00) 11-16

A book on radio that covers many phases of its principles and application.

NOTE.—Radio apparatus and appliances are being changed and improved so rapidly now that books on the subject must be latest editions or they have little use.

3. ASTRONOMY

*BALL, SIR ROBERT

The Story of the Heavens (Funk & Wagnalls, \$3.50) 13-

**Star-Land* (Ginn, \$1.40) 10-14

These are standard books on astronomy, although they are not as up-to-date as some of the other books mentioned in this list. Sir Robert Ball is an English astronomer who has the rare ability to write scientific facts in a simple, readable style. The second book, *Star-Land* is perhaps easier reading for the child than the other one.

CLARKE, E. C.

Astronomy from a Dipper (Houghton, \$1.25) 11-16

A pocket handbook showing how to locate the chief stars and constellations, using the Dipper as the starting point.

COLLINS, F. A.

The Boy Astronomer (Lothrop, \$2.00) 11-16

A new book on the stars, written entertainingly for boy readers. Some general information is included on the weather, tides, and astronomical folklore.

Book of Stars (Appleton, \$1.50) 11-14

A practical book that the child may consult to identify the stars and constellations. There is considerable descriptive text on facts related to astronomy, and helpful diagrams and illustrations are added.

GIBSON, CHARLES R.

The Stars and their Mysteries (Lippincott, \$2.50) 9-14

A simple account of the wonders of the stars, written in such a way as to encourage in children habits of observation.

HILL, ROYAL

The Stars and Constellations 13-
(Funk & Wagnalls, \$1.00)

A pocket guide for identifying the stars and constellations.

JOHNSON, GAYLORD

The Star People (Macmillan, \$1.50) 9-14*The Sky Movies* (Macmillan, \$1.50) 9-14

Star maps and many illustrations make these books good reading for young people. Both books are in simple story form.

LEWIS, ISOBEL M.

Astronomy for Young Folks (Duffield, \$2.00) 10-15

A descriptive account of the sun, the moon, and the stars, written in a fascinating way. One of the best of the modern books on astronomy for young people. This author has also written *Splendors of the Sky*, an illustrated compilation of her articles in the *New York Evening Sun*.

MARTIN, M. E.

The Friendly Stars (Harper, \$2.00) 12-

An account of the more conspicuous stars, and how they may be recognized. Written with enthusiasm and charm.

The Ways of the Planets (Harper, \$2.00) 12-

A simple, readable account of the planets, their movements, and their characteristics.

McFEE, INEZ

The Secrets of the Stars (Crowell, \$1.60) 10-15

A description of the constellations and of many star phenomena. There is little technical in this book. It entertains rather than instructs.

MACPHERSON, HECTOR

Romance of Modern Astronomy 10-15
(Lippincott, \$3.00)

This is one of the best of the popular accounts of astronomy. It deals with developments in studying the stars and planets, and gives a descriptive treatment of the different phenomena of the sky.

McKREADY, KELVIN

A Beginner's Star Book (Putnam, \$5.00) 10-15
A guide to the stars, detailed and well illustrated.

*MITTON, G. E.

**The Book of Stars for Young People* 12-16
(Macmillan, \$2.50)

An excellent book for children, written in simple language, and containing a wealth of information.

OLCOTT, WILLIAM T.

Book of Stars for Young People (Putnam, \$3.00) 8-13
A good book on stars for the home library.

PRICE, EDWARD W.

The Essence of Astronomy (Putnam, \$1.75) 12-

A non-technical discussion of astronomy, answering questions about the sun, the moon, and the stars.

PROCTOR, MARY

Stories of Starland (Silver, 80 cents) 8-11
Interesting legends and poems about the stars.

SERVISS, GARRETT P.

Astronomy in a Nutshell (Putnam, \$1.75) 14-16

A book that may appeal to the older child who is making a study of astronomy.

WARNER, GERTRUDE

Star Stories for Little People 7-12
(Pilgrim Press, 60 cents)

A story about the stars, written in a style that makes it entertaining to older people as well as to the young children for whom it was intended.

4. CHEMISTRY

COLLINS, F. A.

Wonders of Chemistry (Crowell, \$1.75) 11-16

A readable book written to acquaint young people with the everyday aspects of chemistry.

*FABRE, JEAN HENRI

**The Wonder Book of Chemistry* (Century, \$2.50) 10-16

The best child's book on chemistry. Only a genius like Fabre could make such a fascinating story from the science of chemistry.

GIBSON, CHARLES R.

Chemistry and Its Mysteries (Lippincott, \$2.50) 11-16

A book written especially for young people. Interesting, well illustrated, and scientifically accurate.

Romance of Modern Photography 10-15
(Lippincott, \$3.00)

An excellent book for the child who is beginning to show an interest in amateur photography.

HARROW, B.

Eminent Chemists of Our Times 14-
(Van Nostrand, \$2.50)

A stimulating account of some of the remarkable achievements of chemists in modern science. It is intended both for the general reader and for the student.

HENDRICK, ELWOOD

Opportunities in Chemistry (Harper, \$1.25) 14-*Everyman's Chemistry* (Harper, \$3.00) 14-

Popular accounts of chemistry; what opportunities it offers, and how it may be studied.

MARTIN, GEOFFREY

Triumphs and Wonders of Modern Chemistry 14-
(Van Nostrand, \$3.00)

For students, or for the general reader who is making a serious study of chemistry. The book is too advanced in thought and subject matter to appeal to most children.

Modern Chemistry and Its Wonders 14-
(Van Nostrand, \$3.00)

Some of the more remarkable chemical achievements: the manufacture of precious stones, the romance of sugar, radium and the new chemistry, etc.

PHILLIP, JAMES C.

Romance of Modern Chemistry (Lippincott, \$3.00) 14-

A pleasing well written account of the principles of chemistry and their application in modern industry.

*SLOSSON, E. E.

**Creative Chemistry* (Century, \$3.00) 14-

A book of collected articles dealing with recent progress in chemical discoveries of everyday interest. This book has a wide circulation among boys and girls of high school age.

5. ENGINEERING, MACHINERY, AND MECHANICS

(See also *Occupations*)

ADAMS, J. N.

Harper's Machinery Book for Boys (Harper's, \$2.00) 10-15

A practical book on machinery that has a wide circulation among boys.

*BOND, A. RUSSELL

**American Boy's Engineering Book* 11-15
(Lippincott, \$2.50)

A book that tells how to make things at little or no cost, and explains certain principles of physics and mechanics. The writer, who has been Associate Editor of the *Scientific American*, has written many popular books for boys on the subject of engineering. *On the Battle Front of Engineering* is one of the best of his popular accounts. He has also published through the Scientific American Publishing Co. the following series of four books telling in story form about great engineering achievements:

<i>Scientific American Boy</i>	(Munn, \$2.00)
<i>Scientific American Boy at School</i>	(Munn, \$2.00)
<i>With Men Who do Things</i>	(Munn, \$2.00)
<i>Pick, Shovel, and Pluck</i>	(Munn, \$2.00)

CORBIN, THOMAS W.

Romance of Submarine Engineering 10-15
(Lippincott, \$3.00)

The story of the submarine and its engineering problems.

JONES, BERNARD E.

Every Boy His Own Mechanic 11-16
(Funk & Wagnalls, \$2.50)

Practical directions for amateur mechanics. Electric wiring, telephones, metal working, and wood working, are some of the subjects discussed.

KNOX, GORDON D.

All about Engineering (Funk & Wagnalls, \$2.25) 13-

A lively account of different engineering achievements in connection with water power, irrigation, road building, mining, etc.

WILLIAMS, ARCHIBALD

Romance of Modern Engineering 11-16
(Lippincott, \$3.00)

A description of modern engineering methods.

How It Is Made (Nelson, \$2.00) 12-16

The story of engineering accomplishments; how they were managed and planned.

Romance of Modern Mechanism (Lippincott, \$3.00) 11-16

The story of mechanical appliances; their theory and construction.

Romance of Modern Mining (Lippincott, \$3.00) 11-16

A popular account of mining methods and facilities.

ZERBE, J. S.

Motors (Cupples & Leon, \$1.00) 12-

Automobiles (Cupples & Leon, \$1.00) 12-

Two books of interest to the boy who enjoys tinkering with engines.

6. AVIATION

Airplane construction is such a modern industry that a book on aviation must be recent to be of value. The best source of information at present is the magazine. One of the best magazines is the *Aero Digest*, published at 220 West 42nd Street, New York City.

CAMM, F. J.

Model Aeroplanes (Funk & Wagnalls, \$1.00) 12-15

A guide for the construction of miniature airplanes.
A good book for the boy who is interested in mechanics,
and who likes to make things.

COLLINS, F. A.

The Boy's Book of Model Aeroplanes 10-16
(Century, \$2.00)

The Air Man (Century, \$2.00) 11-16

The first is a descriptive account of different types of
airplanes. The second is an account of famous achieve-
ments in aviation.

SMITH, LAURENCE Y.

The Romance of Aircraft (Stokes, \$2.75) 12-16

An historical survey of the development of airplanes.
Flight traced from the eighteenth century to the present
time. The book is well written and is entertaining to
the general reader.

TALBOT, F. A.

All About Aircraft of Today 11-17
(Funk & Wagnalls, \$2.25)

An illustrated text describing different types and makes
of airplanes.

*TURNER, C. C.

Aircraft of Today (Lippincott, \$2.25) 12-

Romance of Aeronautics (Lippincott, \$2.00) 12-

Marvels of Aviation (Lippincott, \$1.75) 12

These books are authentic, and interesting, and the
style of treatment is simple and readable.

VERRILL, A. HYATT

Harper's Aircraft Book (Harper, \$1.50) 10-15

A book of aircraft for boys; how to make models, why they fly, and what to look for in airplanes.

ZERBE, J. S.

Aeroplanes (Cupples & Leon, \$1.00) 12

This book is written in non-technical language that is clear to boys who are just beginning to take an interest in airplanes.

7. INVENTIONS

BAKER, R. S.

Boys' Book of Inventions (Doubleday, \$1.75) 10-15

Boys' Second Book of Inventions 10-15
(Doubleday, \$1.75)

Two popular books for boys. They describe many different inventions, giving detailed accounts of methods.

BOND, A. RUSSELL

Inventions of the Great War (Century, \$2.00) 13-

A descriptive account of many of the important inventions that came about as a result of the war.

COLLINS, F. A.

Inventing for Boys (Stokes, \$1.50) 11-15

How to go about the planning and experimentation that is prerequisite to new inventions.

The Boy's Book of Submarines (Stokes, \$1.50) 10-15

The history and development of the submarine.

DARROW, FLOYD L.

The Boy's Own Book of Great Inventions 11-18
(Macmillan, \$1.75)

Masters of Science and Invention (Harcourt, \$2.50) 11-18

Different inventions are described in the first book, and the principle behind them explained in such a way that the boy reader may himself experiment along the same lines. The second book contains biographies of famous scientists and inventors.

FORMAN, S. E.

Stories of Useful Inventions (Century, \$1.50) 9-14

A well illustrated account of the more common household inventions, such as the loom, the stove, the match, the lamp, the clock, etc. It is also published in an inexpensive school edition.

HOLLAND, RUPERT S.

Historic Inventions (Jacobs, \$2.00) 10-15

An enjoyable book, telling of the inventions of the printing press, steamboat, wireless telegraph, etc.

McFEE, INEZ M.

Stories of American Inventions (Crowell, \$1.75) 10-15

An untechnical book, telling in simple language of different American inventors and the inventions which brought them fame.

MOWREY, WILLIAM A. and ARTHUR M.

American Inventions and Inventors 10-14
(Silver-Burdett, 96 cents)

An interesting story of the "efforts of man to overcome nature—how he has gained heat, light, food, travel, and communication."

PARKMAN, MARY R.

Conquests of Invention (Century, \$2.00) 11-15

An account of how our modern civilization has been reached and of the efficient world that inventions have made possible.

STONE, GERTRUDE L., and FICKETT, M. GRACE

The Century of Invention (Heath, 72 cents) 9-13

A book that tells of some of the great inventions of the nineteenth century—the sewing machine, telephone, electric light, vulcanized rubber, the reaper, and other triumphs of modern inventors.

TALBOT, F. A.

All About Inventions and Discoveries 11-15
(Funk & Wagnalls, \$2.25)

A well illustrated, well written book telling about different inventions and discoveries.

*WILLIAMS, ARCHIBALD

**Romance of Modern Invention* (Lippincott, \$3.00) 11-15

A splendid book on inventions, describing method and application.

8. COMMERCE AND INDUSTRY

BASSETT, SARA W.

The Story of Lumber (Penn, \$1.25) 7-11*The Story of Wool* (Penn, \$1.25) 7-11*The Story of Leather* (Penn, \$1.25) 7-11*The Story of Glass* (Penn, \$1.25) 7-11

This series of industrial stories also contains books on on sugar, silk, and porcelain. They are pleasing books, written in narrative style, and telling of the adventures of children who work in the different industries.

BISHOP, FARNHAM

The Story of the Submarine (Century, \$1.75) 14-

An historical sketch of the submarine; not written primarily for children but of interest to older boys and girls.

CARPENTER, FRANK G.

How the World Is Housed 9-13

(American Book, 96 cents)

How the World Is Fed (American Book, 96 cents) 9-13*How the World Is Clothed* 9-13

(American Book, 96 cents)

Accounts of industries and modes of living, written for supplementary reading in the schools.

CHAMBERLAIN, JAMES F.

Home and World Series 8-11

(Macmillan, 88 cents each book)

*How We Are Clothed**How We Are Fed**How We Are Sheltered**How We Travel*

Four little volumes that are appealing to children. They describe different industries, modes of living, and methods of transportation.

CHASE, A., and CLOW, E.

Stories of Industry

8-11

(Educational Publishing Co., 2 Vols. each 60 cents)

Two inexpensive volumes that give considerable information.

CURTIS, ALICE T.

The Story of Cotton (Penn, \$1.25)

7-11

An attractive book telling in story form of the cultivation and preparation of cotton for industrial purposes. Written in simple language for the younger children. In the same series as the books of Sara W. Bennett.

GEER, WILLIAM C.

The Reign of Rubber (Century, \$3.00)

13-

The history of rubber from the time of its discovery up to the present day. The book is written in a somewhat technical style, but it would interest the older boy or girl who wished to understand this interesting industry.

GIBSON, CHARLES R.

The Romance of Modern Manufacture
(Lippincott, \$2.00)

10-15

An account of modern industrial methods.

HUMPHREY MILFORD (Publisher)

World at Work Series (Oxford, 45 cents each vol.) 9-14

Six books dealing with different industries: a coal mine, an iron works, a shipyard, a leather factory, a woolen mill, and a cotton mill. All told in story form.

KIRBY, MARY E.

Aunt Martha's Corner Cupboard
(Flanagan, 50 cents)

7-11

A geographical story-reader that tells about tea, coffee, salt, sugar, etc.

LANSING, M. F., and GULICK, L. H.

Food and Life (Ginn, 72 cents)

10-14

A small book telling in story form of the raising, preparation, and transportation of food products.

LUBSCHEZ, BEN J.

The Story of the Motion Picture 13-
(Van Nostrand, \$1.00)

A sketch of the historical development of motion pictures from the year 65 B.C. to 1920 A.D.

METHLEY, A. A.

How the World Travels (Stokes, \$1.00) 8-12

Descriptions of different modes of travel "from the prehistoric sled to the modern airplane." For younger children.

*NEWLAND, H. O.

**Romance of Modern Commerce* (Lippincott, \$3.00) 10-15

A well written account of commercial methods.

ROCHELEAU, W. F.

Great American Industries Series 9-12
(Flanagan, 75 cents each book)

A series of books on different industries. Book I is on Minerals; Book II on Agriculture, Book III on Manufactures, and Book IV on Transportation.

SMITH, E. BOYD

The Country Book (Stokes, \$2.50) 7-10

Plain direct paragraphs to accompany light merry pictures, telling in simple terms about the work of country people, and how city people depend on them for the necessities of life. A book suitable for collateral reading for early grades.

SMITH, H. L.

Your Biggest Job (Appleton, \$1.00) 14-

An "inspirational" group of essays for boys. Some of the subjects are: Quitting School for Business; The Key to Success in Study; On Getting Rich; The Cash Value of Book-learning; College and University Training, etc. Vocational guidance directors may find this book useful for holding their students in school.

SURFACE, G. T.

The Story of Sugar (Appleton, \$1.75) 9-14

An account of sugar refining told in story form.

WILLIAMS, ARCHIBALD

How It Is Made (Nelson, \$2.00) 10-15

An account of the manufacture and preparation of a number of different articles and machines that are in common use.

Romance of Modern Locomotion (Lippincott, \$3.00) 10-15

The methods of transportation that have been developed; this is a very complete and interesting treatment.

9. OCCUPATIONS AND AMUSEMENTS

ADAMS, HELEN M.

When Mother Lets Us Model (Dodd, \$1.25) 6-10

A manual of modeling written especially for children.

ADAMS, JOHN D.

When Mother Lets Us Carpenter (Dodd, \$1.25) 7-10

Simple directions for planing, joining, and fitting with enough explanation to enable the child to do some simple carpentry.

BEARD, LENA and A. P.

What a Girl Can Make and Do (Scribner, \$3.00) 9-14

The American Girls' Handybook (Scribner, \$3.00) 9-14

Recreation for Girls (Scribner, \$3.00) 9-14

Things Worth Doing and How to Do Them (Scribner, \$3.00) 9-14

Little Folks' Handybook (Scribner, \$1.13) 5-8

The first four describe indoor and outdoor occupations and recreations for girls, the making of pottery, toys, weaving, etc. The last gives occupations for the small child. These are very fine books, and fill a decided want for such material.

CAMP, WALTER

Football without a Coach (Appleton, \$1.50) 14-

A carefully written book giving the principles of football by one of the leading exponents of the modern game. Well illustrated with diagrams, showing how the plays described are performed.

*CANFIELD, DOROTHY, and others

**What Shall We Do Now?* (Stokes, \$2.00) 7-13

A popular book of suggestions for children's games, amusements, and occupations.

CARRINGTON, HERWARD

The Boy's Book of Magic (Dodd, \$2.00) 7-15

Hundreds of different parlor tricks, and explanations of animal tricks, side show tricks, Hindu magic, etc. A normal boy revels in this type of book.

COLLINS, F. A.

The Book of Magic (Appleton, \$1.50) 9-15*Handicraft for Boys* (Stokes, \$1.50) 9-15

The first book treats of parlor tricks and games. The second is a "How-To-Do" book, giving directions for toy making, wood carving, metal working, glass work, photography, etc.

DIXIE, RAYMOND

Boy Magician (Lothrop, \$1.50) 11-

A book of unusual and clever parlor tricks.

GOLDSMITH, MILTON

Practical Things with Simple Tools (Sully, \$1.25) 8-13

Directions for making toys and useful articles of furniture. A "useful book for handy boys."

HALL, A. NEELY

The Boy Craftsman (Lothrop, \$2.50) 10-14*Handicraft for Handy Boys* (Lothrop, \$2.50) 10-14*The Handy Boy* (Lothrop, \$2.50) 10-14*Home-Made Toys for Girls and Boys* 10-14
(Lothrop, \$2.00)*Carpentry and Mechanics for Boys* 10-14
(Lothrop, \$2.50)*Home-Made Games and Game Equipment* 10-14
(Lothrop, \$2.50)

Six very useful books for boys who like to make things. The third and the fifth are perhaps the best, if one had to make a choice, but all of the volumes are well illustrated and practical.

HALL, A. NEELY, and PERKINS, DOROTHY

Handicraft for Handy Girls (Lothrop, \$2.50) 9-14

Mechanical work for girls. There is an increasing number of girls who find pleasure in carpentry and mechanical work. To these girl pioneers this book is of great interest.

JAMES, GEORGE W.

Practical Basket Making (Flanagan, \$1.00) 9-13

Instructions for weaving all kinds of baskets.

JOHNSON, CONSTANCE

When Mother Lets Us Cook (Dodd, \$1.25) 7-11

When Mother Lets Us Help (Dodd, \$1.25) 7-11

Two books for the younger children, especially for the little girls who want to "help mother."

JOHNSTON, BERTHA

Home Occupations for Boys and Girls 8-12
(Jacobs, 90 cents)

A book that gives many practical suggestions for things that children may do at home to keep themselves busy and contented.

LUCAS, EDWARD V. and ELIZABETH

Three Hundred Games and Pastimes 7-12
(Macmillan, \$3.00)

Home amusements for the boy and girl, carefully selected and described.

MARTEN, WILLIAM S.

Manual Training—Play Problems for Boys and Girls
(Macmillan, \$1.60) 9-15

The boy or girl with mechanical interests will be able to make many useful things with the help of the directions in this book.

MOORE, H. W.

Manual Training Toys for the Boy's Workshop 10-15
(Manual Arts Press, \$1.35)

A good book on handicrafts for either the home or school library.

POLKINGHORNE, R. K. and M. I. R.

Toy Making in School and Home (Stokes, \$3.00) 4-12

This book is large and complete and tells how to make all kinds of toys. All ages, too, are considered, so that the primary children as well as the children in the upper grades will find suggestions.

RICH, G. ELLINGWOOD

When Mother Lets Us Make Toys (Dodd, \$1.25) 7-11*When Mother Lets Us Make Paper Box Furniture* (Dodd, \$1.25) 7-11

Two practical manuals for the small child who has a few paper boxes, bits of string, and the like, and who wishes to "make things."

WHEELER, C. G.

Wood Working: a Manual for Beginners (Putnam, \$1.50) 11-16

The first principles of wood working explained.

WHITE, MARY

How to Make Baskets (Doubleday, \$1.75) 11-15*More Baskets and How to Make Them* (Doubleday, \$1.75) 11-15

Full directions for making baskets; instructions for planning, weaving, and finishing.

WILLIAMS, ARCHIBALD

Things to Make (Nelson, \$2.00) 10-14*Things Worth Making* (Nelson, \$2.00) 10-14

Three books in the How It Works Series. Mr. Williams has written many excellent books for children's reading, all containing interesting material written in a style children can understand. The books mentioned here contain diagrams and illustrations of many mechanical pieces that a boy can make.

YATES, RAYMOND F.

Boys' Book of Model Boats (Century, \$2.00) 11-15

Practical directions for making all kinds of small boats. The explanations are clear, the illustrations are good, and the suggestions practical.

10. CHILDREN'S ENCYCLOPEDIAS

BODMER, R. J.*The Book of Wonders* (Bodmer, \$2.50) 10-

A single volume edited by R. J. Bodmer and published by the Bureau of Industrial Education. It contains explanations of all kinds of natural and man-made wonders, and the style of writing is simple and conversational. It is a popular book among boys.

CHAMPLIN, J. D.*Young Folks' Cyclopedia* (Holt, \$3.00 each Vol.) 12-

A set of five volumes including:

Young Folks' Cyclopedia of Common Things
Young Folks' Cyclopedia of Persons and Places
Young Folks' Cyclopedia of Games and Sports
Young Folks' Cyclopedia of Literature and Art
Young Folks' Cyclopedia of Natural History

These volumes are sold separately or in the set, and are inexpensive as compared with other works of a similar nature. They are interesting, well illustrated, and accurate.

COMPTON (Publisher)*Compton's Pictured Encyclopedia* 10-

A set that is widely used among teachers, and has been found of great value from the fourth grade on. It is popular with children, as the illustrations are excellent. The set makes a valuable addition to the home library. It is highly recommended by librarians and educators.

GROLIER SOCIETY (Publisher)**The Book of Knowledge* 10-

This is the best known of the children's encyclopedias. It has been revised many times and is now published in 20 volumes, the price differing with the style of binding. The astonishing popularity of these books proves that children are willing and eager to read material other than fiction, provided it is interesting in style and is profusely illustrated. These two requirements *The Book of Knowledge* fulfills. Other children's encyclopedias have been found more useful for teachers and parents, but children themselves generally prefer *The Book of Knowledge*.

HILL, HENRY C.

The Wonder Book of Knowledge (Winston, \$2.50) 11-

A single volume published by John C. Winston, and sold at a reasonable price. This is a popular book with boys, and it deserves its popularity. It contains a little of everything from science to literature, and the articles are well written.

O'SHEA, M. N. (Editor)

The World Book: Organized Knowledge in Story and Picture (Quarrie, \$46.00) 11-

One of the best of the children's encyclopedias. It comes in ten volumes, arranged carefully with regard to subject. The articles are interesting, clear and simple, without being childish.

SCHUMANN (Publisher)

Our Wonder World 10-

A set of eleven volumes, containing very excellent illustrations and articles.

CHAPTER XVI

SUPPLEMENTARY READING FOR SCHOOLS

MANY of our public schools have adopted supplementary reading lists which are given to the children for their guidance in selecting outside reading. These lists are also of considerable value to parents as a guide in the buying of children's books. It has been found that children are often a bit skeptical at first about reading books suggested by the school, but after they have read a few and found them interesting they may be led to choose practically all of their voluntary reading from the school's list. In some schools contests are held to see who can read the greatest number of these books in a school term, a method which has its merits but also certain disadvantages.

The use of supplementary reading lists is an ideal way of guiding the child's reading, and is a significant indication of the fact that educators are beginning to realize the importance of encouraging good reading habits during childhood. When the method has been perfected and has become universal, it is hardly too much to say that the problem of children's reading will be practically solved.

Because of the difficulty which many principals and teachers have in selecting suitable reading material for their pupils, we have prepared the following lists for grades one to eight:

FIRST GRADE

ADELBORG, OTTILA, *Clean Peter and the Children of Grubby-lea* (Longmans, \$1.50)

BIGHAM, MADGE A., *Little Folks' Land* (to be read to the children) (Atkinson, \$2.00)

- BROOKE, L. LESLIE, *Johnny Crow's Garden* (Warne, \$1.75)
 COX, PALMER, *Brownies: Their Book* (Century, \$1.75)
 CRANE, WALTER, *Baby's Own Æsop* (Warne, \$1.50)
 DALKEITH, LENA, *My First Book of Animals* (Nelson, 75 cents)
 DODGE, MARY MAPES, *Baby Days* (Century, \$2.00)
 LEFÈVRE, FÉLICITÉ, *The Cock, the Mouse, and the Little Red Hen* (Jacobs, \$1.00)
 LUCAS, EDWARD V., *Four and Twenty Toilers* (McDevitt-Wilson, \$3.00)
 NORTON, CHARLES, *Heart of Oak Books*, Vol. 1 (Heath, 68 cents)
 POTTER, BEATRIX, *Peter Rabbit Stories* (Warne, 75 cents)
 SMITH, E. BOYD, *Chicken World* (Putnam, \$2.50), *Farm Book* (Houghton, \$3.00)

SECOND GRADE

- ÆSOP, *Æsop's Fables* (Macmillan, \$1.75)
 ANDREWS, JANE, *The Seven Little Sisters* (Ginn, 64 cents)
 BARZINI, LUIGI, *The Little Match Man* (Penn, \$2.00)
 BEARD, LENA A., *Little Folks' Handy Book* (Scribner, \$1.12)
 CHASE, ANNE, *Buds, Stems, and Roots* (Educational Publishing Co., 60 cents), *Nature Stories for Younger Readers* (Educational Publishing Co., 60 cents)
 COOKE, FLORA J., *Nature Myths and Stories* (Flanagan, 50 cents)
 DEMING, E. W. and T. O., *Red Folk and Wild Folk* (Stokes, \$2.75)
 DEMING, MRS. THERESE, *American Animal Life* (Stokes, \$2.00)
 DUNLAP, HOPE, *Pied Piper of Hamelin* (Browning) (Rand, \$1.50)
 EGGLESTON, EDWARD, *Stories of Great Americans for Little Americans* (American Book, 60 cents)
 FRANCE, ANATOLE, *Bee: The Princess of the Dwarfs* (Dutton, \$3.00)
 GAYLORD, ILSIEN, *Little Sea Folk* (Little, \$1.50)

- GRIEL, KATHARINE A., *Glimpses of Nature for Little Folks* (Heath, 64 cents)
- HOLBROOK, FLORENCE, *The Book of Nature Myths* (Houghton, 68 cents)
- LUCIA, ROSE, *Stories of American Discoverers for Little Americans* (American Book, 60 cents)
- NORTON, CHARLES E., *Heart of Oak Books*, Vol. II (Heath, 68 cents)
- PERKINS, LUCY F., *The Eskimo Twins* (Houghton, 88 cents)
- TALBOT, ETHEL, *The Story of Natural History* (Nelson, \$3.00)

THIRD GRADE

- ANDERSEN, HANS CHRISTIAN, *Fairy Tales*
- ANDREWS, JANE, *Stories of My Four Friends* (Ginn, 60 cents)
- AUSTIN, ERNEST, *The Fairyland of Music* (Dutton, \$2.50)
- BABBITT, ELLEN C., *Jataka Tales* (Century, \$1.25)
- BALDWIN, JAMES, *Fifty Famous Stories Retold* (American Book, 56 cents)
- BLAISDELL, A. F., and BALL, F. K., *American History for Little Folks* (Little, \$1.20)
- BROWNE, FRANCES, *Granny's Wonderful Chair* (Dutton, 80 cents)
- BURGESS, THORNTON, *The Burgess Bird Book for Children* (Little, \$3.00), *The Burgess Flower Book for Children* (Little, \$3.00)
- COLLODI, C., *Pinocchio* (Lippincott, \$1.50)
- CRAIK, D. M. (MISS MULOCK, pseud.), *Adventures of a Brownie* (Harper, 75 cents)
- DEMING, MRS. THERESE, *American Animal Life* (Stokes, \$2.00)
- DUNCAN, FRANCES, *Mary's Garden and How It Grew* (Century, \$1.75)
- FULTZ, FRANCES M., *Fly-aways and Other Seed Travelers*, (Public School Publishing Co., 60 cents)
- JACOBS, JOSEPH, *English Fairy Tales* (Putnam, \$1.75), *Indian Fairy Tales* (Putnam, \$1.75)

- METHLEY, A. A., *How the World Travels* (Stokes, \$1.00)
- MORLEY, MARGARET, *Insect Folk* (Ginn, Vol. I, 68 cents, Vol. II, 80 cents)
- NORTON, CHARLES, *Heart of Oak Books*, Vol. III (Heath, 72 cents)
- OLCOTT, FRANCES J., *Bible Stories to Read and Tell* (Houghton, \$2.00)
- PERKINS, LUCY F., *Dutch Twins* (Houghton, 88 cents), *Japanese Twins* (Houghton, 88 cents)
- POWERS, ELLA M., *Stories of Famous Pictures* (Educational Publishing Co., 75 cents)
- RILEY, JAMES WHITCOMB, *Rhymes of Childhood* (Bobbs, \$2.00)
- SCUDDER, HORACE E., *Book of Fables and Folk Stories* (Houghton, \$2.00)
- USHER, ROLAND G., *The Story of the Pilgrims for Children* (Macmillan, \$1.50)
- WARNER, GERTRUDE, *Star Stories for Little People* (Pilgrims' Press, 60 cents)

FOURTH GRADE

- BACON, DOLORES, *Pictures Every Child Should Know* (Grosset, \$1.00)
- BALDWIN, JAMES, *Old Greek Stories* (American Book, 60 cents)
- BASSETT, SARA W., *Story of Glass* (Penn, \$1.25), *Story of Leather*, (Penn, \$1.25), *Story of Lumber* (Penn, \$1.25), *Story of Wool* (Penn, \$1.25)
- BERTELLI, LUIGI, *The Prince and His Ants* (Holt, \$1.35)
- BLAISDELL, A. F., and BALL, F. K., *Pioneers of America* (Little, \$1.20), *Short Stories from American History* (Little, \$1.20)
- BROOKS, ELBRIDGE S., True Story Series (Lothrop, \$2.00 each)
- BROWN, ABBIE, *In the Days of Giants* (Houghton, \$1.50)
- COLUM, PADRAIC, *The Boy Who Knew What the Birds Said* (Macmillan, \$1.75)

- CURTIS, ALICE T., *The Story of Cotton* (Penn, \$1.25)
- DUNCAN, FRANCES, *When Mother Lets Us Garden* (Century, 75 cents)
- EWALD, CARL, *Two-Legs* (Stokes, \$1.75)
- GHOSH, SARAH, *Wonders of the Jungle* (Heath, 96 cents each)
- HAWTHORNE, NATHANIEL, *Wonder Book for Boys and Girls*
- HOLBROOK, FLORENCE, *Cave, Mound, and Lake Dwellers* (Heath, 80 cents)
- KELLOG, VERNON, *Insect Stories* (Appleton, \$1.75)
- LAGERLÖF, SELMA, *The Wonderful Adventures of Nils* (Doubleday, \$1.75)
- LUCAS, EDWARD V., *Book of Verses for Children* (Holt, \$1.00)
- MACMILLAN (Publisher), *Peeps at Many Lands* (Macmillan, \$1.00 each)
- MILLER, OLIVE THORNE, *Children's Book of Birds* (Houghton, \$3.00)
- MONVEL, M. BOUTET DE, *Joan of Arc* (McKay, \$1.50)
- MORLEY, MARGARET, *Flowers and Their Friends* (Ginn, 72 cents), *Little Wanderers* (Ginn, 56 cents)
- PATCH, EDITH M., *Little Gateways to Science* (Atlantic Monthly Press, \$1.25)
- PROCTOR, MARY, *Stories of Starland* (Silver, 80 cents)
- ROGERS, JULIA ELLEN, *Trees Every Child Should Know* (Grosset, \$1.00)
- SCHWARTZ, JULIA A., *Wilderness Babies* (Little, \$1.75), *Wonderful Little Lives* (Little, \$1.75)
- SCHWATKA, F., *Children of the Cold* (Educational Publishing Co., \$1.50)
- SCUDDER, HORACE E., *Book of Legends* (Houghton, \$1.00)
- SPYRI, JOHANNA, *Heidi* (Crowell, \$1.50), *Moni, the Goat Boy* (Crowell, 75 cents)
- TAPPAN, EVA M., *American Hero Stories* (Houghton, 92 cents)
- THACKERAY, WILLIAM M., *The Rose and the Ring*
- THOMPSON, JEAN, *Water Wonders Every Child Should Know* (Grosset, \$1.00)
- ZWILGMAYER, DIKKEN, *Johnny Blossom* (Pilgrim Press, \$1.50)

FIFTH GRADE

- AANRUD, HANS, *Lisbeth Longfrock* (Ginn, 64 cents)
- BACON, DOLORES, *Operas Every Child Should Know* (Grosset, \$1.00)
- BLAISDELL, A. F., and BALL, F. K., *Hero Stories from American History* (Little, \$1.20), *English History Story Book* (Little, 80 cents)
- BRYANT, L. M., *The Children's Book of Celebrated Pictures* (Century, \$2.50), *The Children's Book of Celebrated Sculpture* (Century, \$2.50)
- CARROLL, LEWIS, (pseud.), *Alice in Wonderland*
- CENTURY COMPANY (Publisher), *Century Readings in U. S. History* (Century, 85 cents each)
- CLARK, G. GLENWOOD, *Tiny Toilers and Their Work* (Century, \$1.75)
- CROMMELIN, EMELINE, *Famous Legends* (Century, 85 cents)
- DIX, BEULAH M., *A Little Captive Lad* (Macmillan, \$2.00)
- EGGLESTON, EDWARD, *A History of the United States* (Appleton, \$4.00)
- FABRE, JEAN HENRI, *Field, Forest, and Farm* (Century, \$2.50), *Insect Adventures* (Dodd, \$2.50), *The Story Book of Science* (Century, \$2.50), *The Wonders of Instinct*, (Century, \$4.00)
- FARIS, JOHN T., *Real Stories from Our History* (Ginn, 92 cents)
- GRAHAME, KENNETH, *Wind in the Willows* (Scribner, \$1.75)
- KELLOGG, VERNON, *Nuova, the New Bee* (Houghton, \$2.25)
- KIPLING, RUDYARD, *Just So Stories*
- LONGFELLOW, HENRY W., *Courtship of Miles Standish, Evangeline, Hiawatha*
- MACDONALD, GEORGE, *At the Back of the North Wind*
- MACLEOD, MARY, *The Book of King Arthur* (Stokes, \$2.50)
- MOSES, MONTROSE J., *Treasury of Plays for Children* (Little, \$3.00)
- OLCOTT, FRANCES J., *Good Stories for Great Holidays* (Houghton, \$3.00)

- PATCH, EDITH M., *Bird Stories* (Atlantic Monthly Press, 80 cents)
- PYLE, HOWARD, *Merry Adventures of Robin Hood* (Scribner, \$3.50, School edition, 76 cents), *The Story of King Arthur and His Knights* (Scribner, \$3.50)
- RUSKIN, JOHN, *The King of the Golden River*
- SETON, ERNEST THOMPSON, *Biography of a Grizzly* (Century, \$2.00)
- STACK, FREDERICK W., *Wild Flowers Every Child Should Know* (Grosset, \$1.00)
- STEIN, EVALEEN, *Gabriel and the Hour Book* (Page, \$1.50)
- TAPPAN, EVA MARCH, *Robin Hood: His Book* (Little, \$2.25), *The Story of Our Constitution* (Lothrop, \$1.50)
- VAN LOON, HENDRIK W., *Ancient Man* (Boni, 95 cents)
- WHITTIER, JOHN GREENLEAF, *Snowbound and Selected Poems*

SIXTH GRADE

- ALCOTT, LOUISA M., *Little Men* (Little, \$1.50), *Little Women* (Little, \$1.50)
- ATKINSON, ELEANOR S., *Greyfriars Bobby* (Burt, \$1.75)
- BALDWIN, JAMES, *Four Great Americans* (American Book, 64 cents), *The Story of the Golden Age* (Scribner, \$2.00), *The Story of Roland* (Scribner, \$2.00), *The Story of Siegfried* (Scribner, \$2.00)
- BENNETT, JOHN, *Master Skylark* (Century, \$2.00)
- BROOKS, ELBRIDGE S., *Historic Boys* (Putnam, \$1.75), *Historic Girls* (Putnam, \$1.75)
- BURROUGHS, JOHN, *Bird Stories from Burroughs* (Houghton, \$1.00), *Squirrels and Other Fur-Bearers* (Houghton, 92 cents)
- CHISHOLM, LOUIS, *The Seashore* (Nelson, \$1.25)
- COLUM, PADRAIC, *A Boy in Eirinn* (Dutton, \$2.00)
- COMSTOCK, A. B. and J. H., *Ways of the Six-Footed* (Comstock, 60 cents)
- DODGE, MARY MAPES, *Hans Brinker, or the Silver Skates* (Scribner, \$1.00), *The Land of Pluck* (Century, \$1.75)

DOYLE, CONAN, *Micah Clark*

FABRE, JEAN HENRI, *Fabre's Book of Insects* (Dodd, \$5.00),
The Wonder Book of Chemistry (Century, \$2.50)

FRANKLIN, BENJAMIN, *Autobiography*

GAINES, RUTH, *Treasure Flower* (Dutton, \$2.00)

GAINES, RUTH, and READ, G. W., *The Village Shield* (Dutton,
 \$2.00)

HAGGARD, RIDER, *Lysbeth* (Longmans, \$1.00)

INGERSOLL, ERNEST, *The Book of the Ocean* (Century, \$2.50)

IRVING, WASHINGTON, *The Legend of Sleepy Hollow, Rip Van
 Winkle*

KIPLING, RUDYARD, *Jungle Books*

KNIPE, E. B. and A. A., *The Lucky Sixpence* (Century, \$1.25)

LAMPREY, L., *Days of the Discoverers* (Stokes, \$2.50)

LANG, ANDREW, *Story of the Golden Fleece* (Altemus, 50
 cents)

LONG, WILLIAM J., Wood Folk Series (Ginn, 68 to 72 cents
 each)

MEIKLEJOHN, NANNIE, *The Cart of Many Colors* (Dutton,
 \$2.00)

NICOLAY, HELEN, *Boys' Life of Abraham Lincoln* (Century,
 \$1.75)

PYLE, HOWARD, *Men of Iron* (Harper, \$2.00), *Otto of the
 Silver Hand* (Scribner, \$2.50)

RICHARDS, LAURA E., *Florence Nightingale, the Angel of the
 Crimea* (Appleton, \$1.75)

ROGERS, JULIA ELLEN, *Earth and Sky Every Child Should
 Know* (Grosset, \$1.00)

ROLT-WHEELER, FRANCIS, *The Days Before Columbus* (Doran,
 \$1.50), *The Quest of the Western World* (Doran,
 \$1.50), *The Coming of the Peoples* (Doran, \$1.50)

SELOUS, EDMUND, *Romance of Insect Life* (Lippincott, \$3.00)

SETON, ERNEST THOMPSON, *Wild Animals at Home* (Double-
 day, \$2.00), *Wild Animals I have Known* (Scribner,
 \$2.50)

TWAIN, MARK (pseud.), *The Prince and the Pauper*

WHITCOMB, IDA P., *Young People's Story of Art* (Dodd,
 \$3.50)

WILMOT-BUXTON, E. M., *Stories of Norse Heroes* (Crowell, \$2.00)

ZWILGMEYER, DIKKEN, *What Happened to Inger Johanne* (Lothrop, \$1.75)

SEVENTH GRADE

ABBOTT, WILLIS J., *The Story of Our Navy* (Dodd, \$2.50)

BAKER, R. S., *Boys' Book of Inventions* (Doubleday, \$1.75)

BENNETT, JOHN, *Barnaby Lee* (Century, \$1.90)

BOK, EDWARD, *Dutch Boy Fifty Years After* (Scribner, 80 cents)

BOND, A. RUSSELL, *Scientific American Boy* (Munn, \$2.00),
Scientific American Boy at School (Munn, \$2.00)

BOSTOCK, F. A., *Training of Wild Animals* (Century, \$1.75)

DICKENS, CHARLES, Christmas books

DOLE, CHARLES F., *The Young Citizen* (Heath, 76 cents)

FAIRBANKS, H. W., *Stories of Our Mother Earth* (Educational Publishing Co., 75 cents), *Stories of Rocks and Minerals* (Educational Publishing Co., \$1.00)

GIBSON, CHARLES R., *Chemistry and Its Mysteries* (Lippincott, \$2.50), *The Great Ball on Which We Live* (Lippincott, \$2.50)

GILBERT, ARIADNE, *More Than Conquerors* (Century, \$1.75)

HAGEDORN, HERMANN, *Boys' Life of Theodore Roosevelt* (Harper, \$1.75)

HAWKES, CLARENCE, *Tenants of the Trees* (Jacobs, \$1.60),
Trails to Woods and Waters (Jacobs, \$1.60)

HOLLAND, RUPERT S., *Historic Inventions* (Jacobs, \$2.00)

HUDSON, W. H., *Adventures Among Birds* (Dutton, \$4.00)

INGERSOLL, ERNEST, *Animal Competitors* (Macmillan, \$2.25),
Life of Animals (Macmillan, \$2.00), *Wild Neighbors* (Macmillan, 75 cents)

IRVING, WASHINGTON, *The Alhambra*

LOWELL, JAMES RUSSELL, *Poems*

MARRYAT, CAPT. FREDERICK, *The Children of the New Forest*

MASEFIELD, JOHN, *Martin Hyde, the Duke's Messenger* (Little, \$2.00)

- MITTON, G. E., *The Book of Stars for Young People* (Macmillan, \$2.50)
- MOORE, H. W., *Manual Training Toys for the Boy's Workshop* (Manual Arts Press, \$1.00)
- PARKMAN, MARY R., *Heroes of Today* (Century, \$1.75), *Heroines of Service* (Century, \$1.75)
- ROBERTS, CHARLES G. D., *Kindred of the Wild* (Page, \$3.00), *Watchers of the Trails* (Page, \$3.00)
- SCHOLES, P. A., *Second Book of the Great Musicians* (Oxford University, \$1.70)
- SHARP, DALLAS L., *Beyond the Pasture Bars* (Century, 85 cents)
- STEVENSON, ROBERT LOUIS, *Treasure Island*
- WHITCOMB, IDA P., *Young People's Story of Music* (Dodd, \$3.50)
- WHITTIER, JOHN GREENLEAF, *Snowbound and Selected Poems*

EIGHTH GRADE

- BRAGG, SIR WILLIAM, *World of Sound* (Dutton, \$2.00)
- CERVANTES, *Don Quixote*
- CONVERSE, FLORENCE, *Long Will* (Dutton, \$2.00)
- CROWDER, WILLIAM, *Dwellers of the Sea and Shore* (Macmillan, \$2.25)
- DANA, R. H., *Two Years Before the Mast*
- DICKENS, CHARLES, *David Copperfield*, *Old Curiosity Shop*
- FORMAN, S. E., *Stories of Useful Inventions* (Century, \$1.50)
- FRASER, CHELSEA C., *Secrets of the Earth* (Crowell, \$1.75), *The Young Citizen's Own Book* (Crowell, \$1.75)
- GAYLEY, CHARLES M., *Classic Myths in English Literature and Art* (Ginn, \$1.92)
- GIBSON, CHARLES R., *Heroes of the Scientific World* (Lippincott, \$2.50)
- HAWKSWORTH, HALLAM, *Adventures of a Grain of Dust* (Scribner, \$1.20), *The Strange Adventures of a Pebble* (Scribner, \$1.20)
- KINGSLEY, *The Heroes, or Greek Fairy Tales, Westward Ho!*

- KIPLING, RUDYARD, *Captains Courageous*
 KNOX, GORDON D., *All About Electricity* (Funk & Wagnalls, \$2.25)
 MACAULAY, T. B., *Lays of Ancient Rome*
 MUIR, JOHN, *Boyhood of a Naturalist* (Houghton, 48 cents)
 PARKMAN, FRANCIS, *The Oregon Trail*
 PHILIP, JAMES C., *Romance of Modern Chemistry* (Lippincott, \$3.00)
 PORTER, JANE, *Scottish Chiefs*
 PYLE, HOWARD, *Story of Sir Launcelot* (Scribner, \$3.50),
Story of the Champions of the Round Table (Scribner, \$3.50), *Story of the Grail* (Scribner, \$3.50)
 RIIS, JACOB, *Making of an American* (Macmillan, 60 cents)
 ROOSEVELT and LODGE, *Hero Tales from American History* (Century, \$1.90)
 SCOTT, SIR WALTER, *Ivanhoe, The Talisman*
 SEAMAN, AUGUSTA H., *When a Cobbler Ruled the King* (Macmillan, \$1.75)
 SPENCER and HAMMON, *World's Minerals* (Stokes, \$5.00)
 STEVENSON, ROBERT LOUIS, *Kidnapped*
 STONE, GERTRUDE L., and FICKERT, M. GRACE, *The Century of Invention* (Heath, 72 cents)
 TALBOT, F. A., *All About Treasures of the Earth* (Funk & Wagnalls, \$1.75)
 TAPPAN, EVA MARCH, *In the Days of Queen Elizabeth* (Lothrop, \$1.50), *In the Days of William the Conqueror* (Lothrop, \$1.50)
 THOMSON, J. ARTHUR, *The Outline of Science* (Putnam, \$4.50 each Vol.)
 TWAIN, MARK (pseud.), *Roughing It*
 VAN DYKE, HENRY, *The Other Wise Man*
 VAN LOON, HENDRIK W., *Story of Mankind* (Boni, \$5.00)
 WILLIAMS, ARCHIBALD, *Story of Modern Engineering* (Lippincott, \$3.00), *Romance of Modern Mechanism* (Lippincott, \$3.00)
 YONGE, CHARLOTTE M., *Dove in the Eagle's Nest* (Macmillan, \$1.75)

CHILDREN'S BOOK WEEK

Attention is called to the desirability of coöperation by the school in the observation of Children's Book Week. Sponsored by children's librarians, the General Federation of Women's Clubs, parent-teacher associations and other organizations, Children's Book Week has been held annually since 1918 and promises to become an educational influence of great importance. In 1924 it was observed in more than 4000 cities and towns. The custom has such large possibilities for good that schools should plan regularly for its observance, making plans early in the school year as Book Week is observed in November. Attractive posters and suggestions for taking part in the Week may be obtained by schools, libraries, clubs and other organizations by addressing the National Association of Book Publishers, 25 West 33rd Street, New York City.

The purpose of Book Week is to get children to read more books and better books, and any method of observance is fitting which will contribute to either of these ends. The following are typical Book Week projects suggested by Mrs. Blanche Graham Williams, of the Department of English, Indianapolis Schools:

PROJECT I.—*Creating a Taste for Books*

1. Get pupil's expression of his own preferences in books, orally and in letter to teacher or parent.
2. Have boys and girls report on books liked by parents when they were children.
3. In geography and history classes, talk about the books that will add interest to study: historical stories, stories about other countries, books of travel, etc.
4. Talk about the various kinds of books in the school or public library, including books recommended for supplementary reading and in reading circle lists.

PROJECT II.—*A Book Club*

Organization: Draw up a constitution according to regular parliamentary procedure. In it include name, purpose, membership, time and place of meetings, officers needed and business proposed. Using the name of individual class in the club name will stimulate school interest and competition.

EXCERPTS FROM SUGGESTED CONSTITUTION

"The class shall constitute the active membership of the Book Club. Any boy or girl who wishes to help promote the cause of more and better books for outside reading may become an associate member The business of the active members shall be to collect and study worth while lists of books, to read these books themselves and to recommend them to others. Committees shall visit libraries and bookstores. Other committees shall get lists of books, posters, and other useful material for book promotion from organizations such as the local public library, State Library Commission, National Association of Book Publishers, 25 West 33rd Street, New York City, the Bureau of Education (Home Education Division), Washington, D. C., the American Library Association, 86 East Randolph Street, Chicago, Ill., etc. The head of the organization shall call meetings at stated times. At these meetings, speakers will be heard on the value of books, the work of the local book club, etc. Programs, plays, parades, etc., shall be planned and given for the purpose of creating an interest in books."

PROJECT III.—*Book Lists*

Prepare lists for distribution to pupils and parents during Book Week, through school, public library and bookstores. Let the printing class print them, and the Book Club handle distribution as part of their program for the Week.

Consult printed lists of books, published by American Library Association, Home Education Division of U. S. Bureau of Education, your public library, and lists of individual publishers and bookstores.

Lists of books of adventure for boys, picture books for little children, books on health, patriotism, citizenship, im-

portant recent books, books on nature and sports, etc., may be prepared by teachers and pupils. Boys and girls will enjoy making lists of ten favorite books.

PROJECT IV.—*Contests*

1. Writing Essays.

On favorite books.

On favorite book characters.

On local book club and its proposed work.

On care of books.

2. Best poster designs, on books or reading.

3. Best slogans for book posters.

4. Best bookplate designs.

5. Best bookcases.

6. Best bookmark designs.

7. Best original verse for bookmarks.

8. Best collection of book quotations.

9. Best ten suggestions for care of books.

10. Best book cheers.

The best essays should be printed in local newspapers and in the school paper, and should have a place on the assembly program during Book Week. The best bookmarks should be printed by the school printing class and distributed to pupils as souvenirs of the Week.

Ask the public library to hold an exhibit of original designs for books posters and bookplates, or interest a downtown store in displaying original drawings in windows. Have them on display in school assembly room. Have the book club issue invitations to parents to attend exhibit during Book Week.

PROJECT V.—*Class or Assembly Program*

Let boys and girls help plan program.

Suggestions:

Talk by a popular author on books, writing, etc.

Reading of best essays on books by boys and girls.

Recitation of poem on books.

Announcements of Book Week exhibits, story hours, book film exhibitions, etc., in local public libraries, churches, scout groups, bookstores, motion picture theaters, etc.

Announcement of winners in Book Week contests. (See Project IV.)

Debate on best books.

"Living bookshelf"—students parade, wearing large decorated book jackets.

Pageant of book characters in costume. Let audience guess names of characters and books from which they are taken.

Stage and school decoration such as frieze of best poster and bookplate designs, etc.

Distribution of book lists and bookmarks, bookplates, etc.

Announcement by Book Club president and invitation to join.

Book play. (See Project VI.)

Pupils' accounts of how they "earned a book" during Book Week.

PROJECT VI.—*The Book Play*

Of all the activities in which a school may engage there is none finer in educational value or purpose than the school play. Not only does it give splendid opportunity for self-expression on the part of the child, but also in its staging it offers problems for every department of the school. The underlying principle of a play for Children's Book Week should be to create enthusiasm for the best books. Printed plays which are good for use or adaptation are "Friends in Bookland," by W. A. Hope, published by Macmillan; "The Children's Book Shelf," by Patten Beard, in *Child Life*, November, 1922; "The Trail on Book Hill," by Ruby Phillips Bramwell, in *Normal Instructor and Primary Plans*, November, 1923; and prize plays in "The Gossip Shop" in *Bookman*, January, 1924. Help pupils write their own plays to include their favorite characters.

However, the school is only one of many social institutions capable of exerting an influence on children's reading. If the appreciation of good literature is to become very general the school must secure the largest possible coöperation from home, church, libraries, women's clubs, parent-teacher associations, newspapers, and bookstores. Book Week furnishes a suitable occasion for organized coöperation among these various agencies. It is no more than reasonable to expect the school to play a leading part in bringing about such coöperation. Suggestions to this end may be gleaned from the following brief statements regarding typical Book Week activities of 1923:

The bookstores in York, Pa., featured books recommended by the library; the newspapers carried special articles on books throughout November; the librarian gave talks to 110 school classes; the manual training departments made bookcases and bookstands, the art classes made bookplates and book posters; the motion picture theaters showed book films selected by the library.

Nearly 1000 school children attended book talks at the library in New Brunswick, N. J. Each school presented the library with a book, leading to a personal sense of ownership of the library by every child who contributed his penny toward the books given. Essay, poster designing and bookplate designing contests were rewarded by prizes of books given by Rotary, Lions, and other clubs, and by newspaper publicity for library and school.

More than 4000 school children in Dallas, Texas, chose their favorite books in a contest conducted by the *Times-Herald*. The bookstores exhibited these books.

The Woman's Club in Evanston, Illinois, coöperating with the library and the bookstores, prepared a list of 100 books "From Nursery Rhyme to High School Time," of which 10,000 copies were sent to school children. The bookstores carried these books in stock.

Talks were given in the Bangor, Maine, library by the Boy Scout director, and by the dean of the high school.

Girl Scouts assisted in taking the votes cast in the Lawson McGhee Library, Knoxville, Tennessee, for "favorite books." The library re-

ported a hundred per cent increase in circulation during Children's Book Week.

The art director of the Denver Public Schools organized a playlet, "Bookland," which was given in the art room of the public library as a project worked out by the school children. As the pages of a huge book were turned, the characters appeared.

The main library rotunda in Milwaukee is the scene of the Book Week exhibit each year. A pageant of school children in book characters, talks about books in the library, broadcasted talks from the local radio station, and distribution of book lists in the churches were other features planned by the library.

Book talks were given at parent-teacher association meetings by several members of the Indianapolis Public Library staff. A special issue of "Readers' Ink" was devoted to Book Week.

Book-plates were awarded by the Madison, Wisconsin, library to boys and girls who earned books in the Children's Book Week contest. Each child was asked to write a note telling how he earned the money, and why he chose his book. The library reports: "Such a contest encourages a child to own books, teaches him the money value as well as the real value of books, and develops a discriminating buying judgment of literary standards in his choice of titles."

A "three foot bookshelf" for the boys and girls was planned by the library in Faribault, Minnesota, and a list of these books printed on miniatures of the Jessie Willcox Smith poster for distribution.

The Children's Book Store in Los Angeles, working closely with clubs, churches, the library, the Parent-Teacher Association, gave prizes through the schools for the highest percentages in an "Earn-a-Book" campaign, which brought great results in purchases by 3000 school children who earned the money for books.

CHAPTER XVII

A GROWING LIBRARY FOR THE CHILD

FROM the many good books available for children's reading a few have been selected as representing the best in different types. These selected books are given below in order of age at which they may be added to the child's library. The list consists mainly of books having a general appeal, since it is not possible in so short a list to take account of individual needs. Parents should be able to supplement our list in the light of the child's specialized interests or abilities. In every home that can afford it the child should have, by the age of fourteen or fifteen years, a considerable library of his own. Each book would represent some period in his growth, although the books suggested are of such a nature that most of them would never be entirely outgrown. The cost of such a library, when distributed over a period of several years, would not be burdensome to the average family. In many cases it would be far below the amount now expended for worthless books and meaningless toys. Books should be thought of as necessities, not as luxuries. It would be greatly to the advantage of the next generation if some of the expenditures now going to gasoline, tobacco, candy, cosmetics, and chewing gum were diverted to the purchase of books for the home.

It will be noted that no differentiation is made between the girls' library and the boys' before the age of nine. This is in accordance with the children's own reading interests. Marked sex differences in reading interests are seldom observable before the ninth year.

BEFORE FIVE

Mother Goose (a well illustrated edition)

A nursery *Æsop* (one of the simpler editions, such as Crane's (Warne, \$1.50)

Three or four picture books, such as a Caldecott Picture Book (Warne, 60 cents), the *Farm Book*, by E. Boyd Smith (Houghton, \$3.00), and the *Golden Goose Book* by Brooke, (Warne, \$3.00)

FIVE TO SEVEN

Æsop's Fables (a fuller edition than for previous group)

The Children's Book, Scudder, Horace E. (Houghton, \$5.00)

Child's Garden of Verses, Stevenson (to be read to the child)

Bee People, Morley, Margaret W. (McClurg, \$1.50)

Fifty Famous Stories Re-told, Baldwin, James (American Book, 56 cents)

A Child's Book of Stories, Coussens, Penrhyn (Duffield, \$3.50)

SEVEN TO NINE

Andersen's Fairy Tales

Arabian Nights (a child's edition)

Children's Book of Birds, Miller, Olive Thorne (Houghton, \$3.00)

Grimm's Fairy Tales

Little Gateways to Science, Patch, Edith M. (Atlantic Monthly Press, \$1.25 each Vol.)

Rhymes of Childhood, Riley (Bobbs, \$2.00); or *Poems of Childhood*, Field (Scribner, \$2.50)

The Story Natural History, Talbot, Ethel (Nelson, \$3.00) or a similar, illustrated book of simple nature stories

A set of some good children's encyclopedia, such as *The Book of Knowledge*, Compton's *Pictured Encyclopedia*, or *World Book*.

Heidi, Spyri, Johanna (Crowell, \$1.50)

NINE TO ELEVEN

GIRLS

- Alice in Wonderland*, Carroll, Lewis
The Burgess Flower Book, Burgess, Thornton (Little, \$3.00)
Home Book of Verse for Young Folks, Stevenson, B. E. (Holt, \$3.00), or
The Golden Staircase, Chisholm, L. (Putnam, \$2.50)
Peeps at Other Lands (Macmillan, \$1.00 each Vol.)
History of Mankind, Van Loon, Hendrik W. (Boni & Liveright, \$5.00)
Little Women, Alcott (Little, \$1.50)
Story Book of Science, Fabre, Jean Henri (Century, \$2.50)
Jungle Books, Kipling, Rudyard

BOYS

- Alice in Wonderland*, Carroll, Lewis
The Burgess Flower Book, Burgess, Thornton (Little, \$3.00)
The Golden Staircase, Chisholm, L. (Putnam, \$2.50)
Lays of Ancient Rome, Macaulay, T. B.
Men of Iron, Pyle, Howard (Harper, \$2.00)
History of Mankind, Van Loon, Hendrik W. (Boni & Liveright, \$5.00)
Treasure Island, Stevenson, Robert Louis
Story Book of Science, Fabre, Jean Henri (Century, \$2.50)
Jungle Books, Kipling, Rudyard

ELEVEN TO THIRTEEN

GIRLS

Children's Book of Stars,
Mitton, G. E. (Macmillan,
\$2.50)

Don Quixote, Cervantes

David Copperfield, Dickens,
Charles

Lady of the Lake, Scott, Sir
Walter

Outline of Science, Thomson,
J. Arthur (Putnam, \$4.50
each Vol.)

Prince and the Pauper, Twain,
Mark (pseud.) (Harper,
\$2.25)

Scottish Chiefs, Porter, Jane

Undine, La Motte-Fouqué
(Doubleday, \$3.50)

Wonder Book, Hawthorne,
Nathaniel

Autobiography, Franklin,
Benjamin

BOYS

Children's Book of Stars,
Mitton, G. E. (Macmillan,
\$2.50)

Don Quixote, Cervantes

David Copperfield, Dickens,
Charles

*Merry Adventures of Robin
Hood*, Pyle, Howard
(Scribner, \$3.50)

Outline of Science, Thomson,
J. Arthur (Putnam, \$4.50
each Vol.)

Prince and the Pauper, Twain,
Mark (pseud.) (Harper,
\$2.25)

Insect Life, Howard (or Com-
stock) (Doubleday, \$5.00)

A book of inventions (such as
those by Baker, Darrow, or
—for historical side—Hol-
land)

Wonder Book, Hawthorne,
Nathaniel

Autobiography, Franklin,
Benjamin

THIRTEEN TO FIFTEEN

GIRLS

Selected Plays, Shakespeare,
William
Ivanhoe, Scott, Sir Walter
Tennyson's Poems
Plutarch's Lives (selected)
Pride and Prejudice, Austin,
Jane
The Oregon Trail, Parkman,
Francis
American Natural History,
Hornaday, Wm. T. (Scrib-
ner, \$5.00)
Vanity Fair, Thackeray
Tale of Two Cities, Dickens,
Charles

BOYS

Selected Plays, Shakespeare,
William
Last of the Mohicans, Cooper,
J. Fenimore
Plutarch's Lives (selected)
Roughing It, Twain, Mark
(pseud.)
Toilers of the Sea, Hugo, Vic-
tor
Kim, Kipling, Rudyard
American Natural History,
Hornaday, Wm. T. (Scrib-
ner, \$5.00)
The Dark Frigate, Hawes,
Chas. B. (Atlantic Monthly
Press, \$2.00)
Tale of Two Cities, Dickens,
Charles

APPENDIX I

METHODS USED IN THE STUDY OF CHILDREN'S READING INTERESTS

I. *Home Information*

On special blanks parents were asked for the following information:

- (a) Did child learn to read before starting to school? At what age?
- (b) Give kind and amount of home reading by the child at various ages, not including school studies.

Age	Hours weekly	Samples of books or magazines read at each age
Before 5		
Ages 5 and 6		
Ages 7 and 8		
Ages 9 and 10		
Ages 11 and 12		
13 or above		

- (c) Jot down a rough estimate of the number of books in the home library.

II. *School Information*

On special blanks teachers were asked for the following information:

- (a) As compared with average child of same age, does this child read very much, more than average, an average amount, less than average, very little? (Underline).

- (b) Give samples of books read in the last year which were not required.

III. *Reading Record Booklets*

Nearly two thousand children were asked to keep a record of all the books they read during a period of two months. For this purpose each child was given a record booklet which is described on page 54 of this volume.

IV. *Interest Blanks*

On an Interest Blank filled out by the children, the following information was requested:

- (a) Put one cross x, before each of the following kinds of reading you like.

Put two crosses, xx, before each kind you like very much.

Fairy stories	Book of Knowledge
Love stories	Encyclopedias
Stories of home life	Bible
Adventure stories	Poetry
Travel stories	Plays
Biography	Essays
Detective stories	Current Events
Housekeeping books	History
Garden books	Politics
Inventions	Business
Electricity	Nature study
Machinery	

- (b) Name four or five books you have most enjoyed reading in the last year.
- (c) Name the magazines you read.

V. *Questionnaire for University Students*

Approximately 100 graduate students of education and psychology at Stanford University were given fifteen minutes of a regular class period to record their responses to the following questions given them on printed slips:

- (a) Name ten books of either fiction or non-fiction that you read in childhood or early adolescence (ages 5 to 16).

- (b) Indicate with a cross those that you would now recommend for children's reading, either for information or for enjoyment.

If possible, give both title and author, and if both cannot be recalled readily, give either one.

APPENDIX II

LIST OF PUBLISHERS

- Altamus, Henry, 1326 Vine St., Philadelphia
American Book Co., 100 Washington Sq., New York City
American Tree Association, 1214 Sixteenth St., Washington,
D. C.
Appleton, D., & Co., 29-35 West 32nd St., New York City
Atkinson, Mentzer & Co., 318 W. Washington St., Chicago
Atlantic Monthly Press, Boston
Barnes, A. S., & Co., 381 Fourth Ave., New York City
Barse & Hopkins, 28 West 23rd St., New York City
Beckley-Cardy Co., 312 W. Randolph St., Chicago
Benziger Bros., 36-38 Barclay St., New York City
Bobbs-Merrill Co., University Square, Indianapolis, Ind.
Bodmer, R. S., Pennsylvania Ave., Washington, D. C.
Boni & Liveright, 61 West 48th St., New York City
Bradley, M. Milton, Co., 49 Willow St., Springfield, Mass.
Brentano's, 5th Ave. and 27th St., New York City
Burt, A. L., & Co., 114 E. 23rd St., New York City
Century Co., 353 Fourth Ave., New York City
Compton, F. E., & Co., Chicago
Comstock Publishing Co., Cornell Heights, Ithaca, N. Y.
Crowell, T. Y., & Co., 426 West Broadway, New York City
Cupples & Leon, 443 Fourth Ave., New York City
Ditson, Oliver, & Co., 150 Tremont St., Boston
Dodd, Mead & Co., 4th Ave. & 30th St., New York City
Dodge Publishing Co., 214 East 23rd St., New York City
Doran, George H., & Co., 38 West 32nd St., New York City
Doubleday, Page & Co., Garden City, Long Island, N. Y.
Duffield & Co., 36 West 37th St., New York City
Dutton, E. P., & Co., 681 Fifth Ave., New York City
Educational Publishing Co., 2457-2459 Prairie Ave., Chicago;
50 Bromfield St., Boston; 18 E. 17th St., New York City

- Flanagan, A., Co., 521 S. Wabash Ave., Chicago
Funk & Wagnalls Co., 354-360 Fourth Ave., New York City
Ginn & Co., 29 Beacon St., Boston; 2301-2311 Prairie Ave.,
Chicago
Grolier Society, 2 West 45th St., New York City
Grosset & Dunlap, 518-534 W. 26th St., New York City
Harper & Brothers, Franklin Square, New York City
Heath, D. C., & Co., 110-120 Boylston St., Boston; 231 W.
39th St., N. Y.; 623 S. Wabash Ave., Chicago.
Hinds, Hayden & Eldredge, 11-15 Union Square, W., New
York City
Holt, Henry, & Co., 19 W. 44th St., New York City
Howell Co., 608 S. Dearborn St., Chicago
Houghton-Mifflin Co., 2 Park St., Boston; 16 E. 40th St.,
New York City; 623 S. Wabash Ave., Chicago
Huebsch, B. W., 225 5th Ave., New York City
Jacobs, G. W., Co., 1628 Chestnut St., Philadelphia
Jones, M., Boston
Knopf, Alfred, 730 5th Ave., New York City
Lane, John C., 116-120 W. 32nd St., New York City
Lippincott, J. B., Co., E. Washington Square, Philadelphia
Little, Brown & Co., 34 Beacon St., Boston
Longmans, Green & Co., 443-449 4th Ave., cor. 30th St, New
York City
Lothrop, Lee & Shepard Co., 93 Federal St., Boston
McBride, Robert M., 31 Union Square, New York City
McClurg, A. C., & Co., 330-352 E. Ohio St., Chicago
McDevitt-Wilson's, 30 and 62 Church St., New York City
McKay, David, 604-608 S. Washington Square, Philadelphia
Macmillan Co., 66 5th Ave., New York City
Manual Arts Press, Peoria, Ill.
Merrill, Charles E., Co., 432 4th Ave., New York City
Munn & Co., 233 Broadway, New York City
Oxford University Press, 35 W. 32nd St., New York City
Page Co., 53 Beacon St., Boston
Penn Publishing Co., 925 Filbert St., Philadelphia
Pilgrim Press, 14 Beacon St., Boston
Public School Publishing Co., 120 S. Wabash Ave., Chicago

- Putnam's, G. P., Sons, 2-6 W. 45th St., New York City
Quarrie, W. F., & Co., 104 S. Michigan Ave., Chicago
Rand-McNally & Co., Rand McNally Bldg., Chicago; 455
S. Olive St., Los Angeles
Scientific American Publishing Co., Woolworth Building,
New York City
Scott, Foresman & Co., 623 W. Wabash Ave., Chicago; 8. E.
34th St., New York City
Scribner's, Charles, Sons, 597 5th Ave., New York City
Sherman, French & Co., 6 Beacon St., Boston
Schumann, G. L., & Co., 509 S. Wabash Ave., Chicago
Silver, Burdett & Co., 329 W. 39th St., New York City; 218-223
Columbus Ave., Boston
Small, Maynard & Co., 15 Beacon St., Boston
Stokes, F. A., Co., 443-449 4th Ave., New York City
Warne, Frederick, & Co., 12 E. 33rd St., New York City
Winston, John C., Co., 1006-1016 Arch St., Philadelphia
World Book Co., Park Hill, Yonkers-on-Hudson, N. Y.; 6 N.
Michigan Ave., Chicago

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